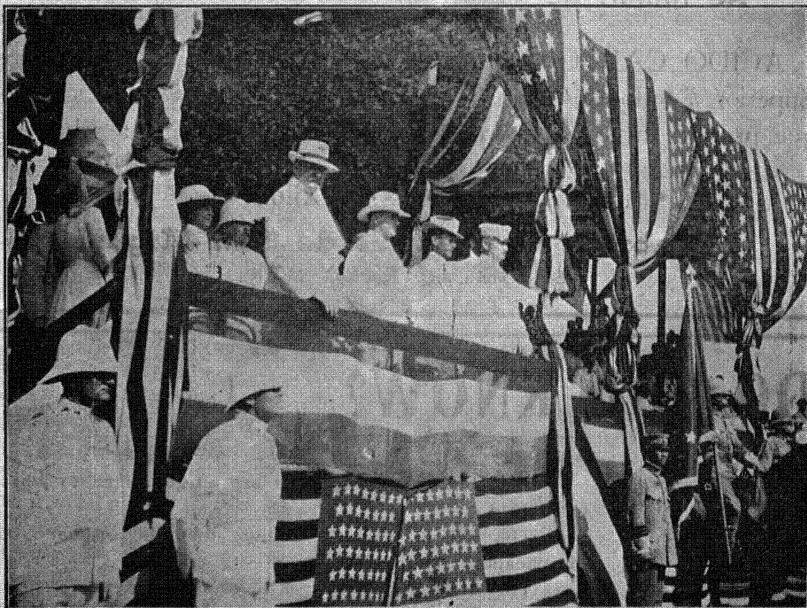


# The Filipino Teacher

Vol. IV

AUGUST, 1910

No. 8.



HON. SEC. OF WAR, MR. DICKINSON AT THE REVIEWING STAND JULY 25TH, 1910.

(From the left—Hon. Dickinson, Gov. Cen. Forbes, Hon. Osmeña and Gen. Edwards.)

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# The Filipino Teacher

Published by the Philippine Teachers' Association

VOL. IV

MANILA, AUGUST, 1910

No. 3

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## EDITOR'S PAGE

### OUR WORKINGMEN

Much has been done to uplift the intellectual development of our youth. The constantly ever increasing number of public and private schools throughout the Islands is indeed marvelous. But, how many have turned their views to the unfortunate workingmen, to our laboring classes who were kept to ignorance during their youth, to them who now-a-day are subject to the caprices and oppressions of the capitals? Indeed, very few. They have been almost entirely neglected. We do not believe however that the government considers the uplifting of the masses along educational line impossible. In fact, we have at present some night schools maintained by the government, but how many are they? They are almost meaningless considering that the great majority of our people are workingmen. Undoubtedly, the greatest and most sacred duty our present government could put into realization is to place at least the educational standard of our workingmen at the same level with those laboring classes of the outside civilized world. We do not think it beyond the government's power to make them read and write at least. Most of our workingmen as we daily observe are yet young and vigorous willing to improve themselves.

### MORE NIGHT SCHOOLS

But if remains on the hand of the government to facilitate them better chance, and we think

this can easily be done by establishing more night schools, not only in the cities, as it now is, but also in all our provincial capitals and municipalities. Should our suggestions be heard we think the government will thrice be blessed. At present we have in the City of Manila private night schools specially organized to suit the needs of ours laboring class. The existance of this night schools to deal with so sacred an enterprise is really worthy of praise.

On the other hand we call the attention of our workingmen to the fact that there still remains a way to scape out of their limited field of action by cultivating the habit of attending night schools with an untiring energy and fruitful perseverance by sacrificing a little of their spare-time for their own absolute good. We think it the best way to be able to lift themselves up above the level of ignorance that had ever since been the sourse of countless hardships and innumerable sufferings.

### NEWS-PAPER IN FACTORIES

It is worthwhile to state here that our corporations owning large factories where hundreds of workingmen are daily working in the same room or department can do much by subscribing to some newspapers of world wide circulation to be read during the laboring hours by one who is specially assigned to

this duty.—Thus, the common daily gossip and useless conversation in our factories will be extinguished and accustom themselves hearing the current events and instructive news from the different corners of the Islands and abroad. This practice is fully observed by the capitalists outside, a practice that we believe worthy of imitation.

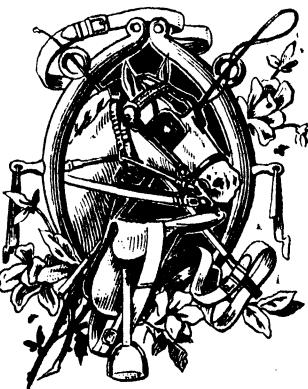
#### OUR SHOE-SHINERS

Unfortunately we meet throughout the parks and streets of the City a great many of these rugged, oddlooking boys. We are fully aware to know that most of them have left school as suggested by their parents. Some have not seen school at all. This practice, we think, is the greatest abuse of paternal authority a parent could exercise. This is simply cutting the way of these boys to success. The parents can send their children to school no matter how impoverished and miserable they are. This is a duty to be fulfilled. Let us gather the fruits later, not before we send our children to school. The parents must certainly cooperate to work for the realization of our aim. Indeed, we need your helping hand, and you can easily do it by sending your children to school, not only for one or two months, as it practically happens, but for years. Without this help, it is useless for us to expect the coming generation to be a vigorous, prosperous and happy people. For we

are fully convinced that true happiness can only be attained through industry, learning and education.

#### WILL FIGHT TUBERCULOSIS

Recently was organized in Manila a society worthy of all favorable comments. It has but one aim in view, to fight tuberculosis, that silent and yet the most destructive enemy of our people. Its founders are mostly Government officials and distinguished scientists of the day. If we are to consider to governmental authority vested on its many members and the influence they have upon the community we will not be mistaken to hope that this society can do much to realize its aim. The purpose of the society is not beyond possibility as others think. It is not impossible at all. In some countries this terrible disease is unknown, due perhaps to a better and more hygienic ways of living. Now the Filipinos can sweep it too if all will give their helping-hands. But, we believe the teachers in particular can do more than any other. All instructive measures can be taken by them beginning with the pupils of the school, such as ventilation, cleanliness on dress, bed, food, body and etc. We grieve to have seen teachers who neglect entirely the hygienic side. They think their mission is nothing more than teaching language or arithmetic. No, indeed, for as secondary parents we are re-



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ponsible in part for the health of the children. It is a duty to be attained just as we are called upon to teach arithmetic daily. Thus we conclude to say that teachers are the best helpers of the above mentioned society, and so we expect them to put in practice all due cooperation.

#### A HELPER

At last the text book we are awaiting for has now appeared. We mean the "METHODS FOR YOUNG TEACHERS" by Mr. A. W. Cain, Principal of the Normal Training Department and now Acting Superintendent of the Philippine Normal School. Nothing can be more gratifying than the publication of this book. It is a great helper, indeed a helping-hand at every hour. An excellent guide not only for the young teachers as the title says but also for the old ones. Its existence will no longer discourage those teachers who find themselves new to their sacred professions. To quote, Mr. Cain says: "It is little less than a shame for either pupil or teacher to forget what was assigned for a lesson." We think Mr. Cain has struck the point. The Filipino Teacher recommends it to all teachers specially to those who teach in remote "barrios," and hopes that each will try to secure a copy. This will really do them much good.



PROF. MARIANO F. JHOCSON.

Director of the "Colegio Mercantil" under whose management the school was able to inaugurate last month its IX anniversary. He is one of those whose time is absolutely dedicated to the instruction of the youth. He is also taking much interest in the education of our workingmen.

\*

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## PROMPT REMITTANCE

Teachers who are subscribers to THE FILIPINO TEACHER and are still indebted to us should make immediate remittance of their subscription payments. By neglecting such no patron can reasonably object to receiving a statement from us. We are pleased to state herein that teachers in general are getting into the habit of paying their subscriptions to THE FILIPINO TEACHER in advance. There are, however, a few teachers who are still indebted to us. We are confident that they will respond promptly to our request as to settlement.

## EXTENDING THE CIRCULATION

As evidence of the fact that THE FILIPINO TEACHER continues extending its circulation throughout the Philippine archipelago we venture to publish a few extracts from letters sent to us. They are as follows:

Mambajao, Misamis, July 19, 1910.

"I received the samples you sent me for the teachers of this locality. I have already distributed them all. Teachers and pupils like to read the paper and they wish to subscribe. Payments will be sent by the next mail. Their names are: 1. Cresencio Gamali, 2. Felisa Gamali, 3. Juan Dayon, 4. Nieves Bulawin, 5. Valeriana Ranuda, 6. Modesta Maestrado, 7. Diego Abanil, 8. Dolores Bollozos, 9. Dionisia Bayucut, 10. Pedro Anatin, 11. Felix Yamba, 12. Restituto Estrada, 13. Liberato Maestrado, 14. Donata Rivera, 15. Ysabel Romero, 16. Eortunato Ynglis.

(Signed) V. BOLLOZOS.

Mr. V. Bollozos was formerly a teacher of Sta. Mesa School, Manila. He was well esteemed by his superiors and pupils. At the opening of the school year he was transferred to Mambajao School, Misamis, his native town, where he is presently doing good work. We thank Mr. Bollozos for his cooperation to the Filipino Teacher and wish him success.—Editor.

Malolos, Bulacan, July 31, 1910

Please send The Filipino Teacher to the following:  
1. Angel Villa Ignacio, 2. José Catindig, 3. Bartolome Santos, 4. Tomas Alano, 5. Domingo Rivera, 6. Brigida Ignacio, 7. Severino Polintan, 8. Vicente Lopez, 9. Marcelo Tablan, 10. Agapito Cruz, 11. Francisco Viri, 12. Artemio Aabaya.

(Signed) M. Cruz.

Mr. M. Cruz is the President of the Provincial Committee of the P. T. A. in Bulacan and Acting Supervising Teacher of Malolos and Hagonoy. He is well known in the Province of Bulacan for his great interest and activity concerning education.—Editor.

Aringay, Union, P. I. July 13, 1910.

Inclosed please find the amount of P 8.00 for which I have the honor to request that you would send one year subscription to each of the following persons: 1. Santiago Bacungan, Caba, 2. Hipolito Rulloda, Aringay, 3. Delfina Calica, Aringay, 5. Antonia Estioco, Aringay.

(Signed) Juan Garcia.

Mr. Garcia teaches in Aringay School and one of the best co-workers of The Filipino Teacher.—Editor.

Iba, Zambales, July, 1910.

Inclosed herewith money order as payment of four subscriptions to The Filipino Teacher. Please include the following names in your list of subscribers:—Celerina Jamias, Castillejos; —Isabel Manego, Sta. Cruz; —Calixto Panes, Botolan; —Angela Unipig, San Antonio; —Mateo E. Perez, Masinloc; —Pedro Galindez, Cabangan, —Juan Monje, Sta. Cruz, —Hermogenes Pascual, San Marcelino, —Alejandro Mauricio, Cabangan, —Placido Farin, Iba, —Raymundo Valente, San Antonio, José M. Maestre Sta. Cruz, —Pedro Urbano, Sta. Cruz, —Cecilia Hermoso, Candelaria, —Cesarco Zabala, San Antonio, —Gabriel Regadio, San Marcelino, —Rufino Manuel, San Marcelino, —Pedro Campos, San Narciso, —Apolonio Academia, San Narciso, —Eugenio Encarnación, Botolan, —Victoriano Almazan, Subic, —Mariano Peral, Subic, —Faustino G. Corpus, San Marcelino, —Hospicio A. Doble, Botolan, —Maria P. Archacoso, Iba, —Eusebio A. Apostol, Castillejos, —Bernardo Mora, Cabangan, Pablo Canagas, San Narciso, —Delfín Corpus, Olongapo, —Nemecio Caba, San Felipe, —Perfecta Amos, San Narciso, —Benito Ebuen, San Narciso, Proceso Cabal, Iba, —Francisca de los Reyes, San Felipe, —Silverio Dinoso, Candelaria, —Pastor Edrosolo, Candelaria, —José Misa, Sta. Cruz, —Melanio V. Buenaventura, San Antonio, —Demetria de Leon, Iba, —Mariano Bundang, San Marcelino, —Simeon Vengua, Masinloc.

(Signed) B. Elayda.

Mr. Bernardo Elayda is teaching Spanish in the High School of Zambales. He is the President of the Committee of P. T. A. in Zambales and Agent of The Filipino Teacher. His popularity and unselfish aid toward the progress of The Filipino Teacher enables this magazine to reach the most humble homes of the Zambaleños. Lord praise Mr. Elayda's work.—Editor.

There are still many encouraging letters which ought to be published but the lack of space prevents us to reprint them.

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# COLABORATIONS

## Should a Teacher Celebrate Occupation Day

*By Simplicio de los Santos Principal of the Gagangin school.*

I believe that a teacher ought to make an effort to introduce the celebration of Occupation Day in this Archipelago. This is the day, the 13 of August 1898, on which the American army first took possession of the Philippines. We should celebrate it because Occupation Day is the birthday of liberal education the foundation stone on which we hope to build individual character and national prosperity.

The American army marched into Manila. The Spanish colors were lowered and in its place rose the starry banner which now floats over the people proclaiming free education to all.

It is true that Americans and Filipinos fought against each other, due to the honest mistake of our compatriots who failed to believe in the good intention of the American. Since that time we can easily trace what benefits were given us in order to raise the educational progress of our country, a necessary step for the betterment of our own common wealth.

Let us compare the growth of our prosperity under American tutelage and the prosperity obtained from Spain who ruled us about three hundred years. How did education progress in Spanish time? Schools were very few and studies limited, teachers poorly equipped for their vocation, and in remote parts of the islands education was altogether neglected. Most schools in those days were only for the chosen few who could afford to pay. The girls' education being strictly limited. To send apt and ambitious students of both sexes ten thousand miles away to college to pursue there studies was not dreamt of.

After the memorable fourth of February, 1898, when distrust of American motives caused our country men

to take up arms in insurrection, even then within the sound and sometimes even in sticking distance of the conflict our benefactors organized the school and ever after, as the fighting line pressed forward, the school house followed. The people were taught by khaki-clad soldiers fresh from the ranks of the army, and thus our first Filipino teachers were made. Then followed that grand civil army of teachers from America. Men and women who left luxurious homes and friends and relatives to cast their lot with us ten thousand miles away among strange people, strange customs, and strange tongues. What they have accomplished is well known to us all. How they have set about their herculean tasks, to win the confidence of a prejudiced people, to learn different languages, to become accustomed to their surrounding and conditions is a guarantee of the ability of the reconstructors of our country.

Not only by a teacher should Occupation day be celebrated, but rather by all the people of these islands, since Occupation Day are mile stones of our progress to independent manhood. Knowledge is power, and the more we learn the further we leave servitude and slavery behind, and a people who bestows this on us in abundance, as the Americans have done, I can believe, have no bad motives. It therefore behooves us all to celebrate this day of their occupation of these islands, as a dawn of a bright future for us all.

### THE STORY OF A FRIEND

Many years ago when I was yet a boy, I had a friend whose name was Emilio Bituin. He was 11 years old. He did not go to school and so he did not know how to write and how to count.

One day her mother asked him to go to market and buy some food. Her mother gave him one peso. This boy bought some rice and some fish for 70 centavos and gave his peso to the salesman. The salesman gave him only 20 centavos. But my friend did not know how to count so he lost 50 centavos. When he went home her mother was very angry and scolded him. I think if this boy knew how to count he will never lose any centavos. Since that time I began to think that to study is very important, so I study now.

A. JAVIER, IV Grade Pupil.

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# Philippine Teachers' Association

## PROVINCIAL COMMITTEE OF MANILA

(Reorganized on May 28th, 1910)

### BY-LAWS

#### ART. I. NAME AND OBJECT: —

Sec. 1.—The name of this committee shall be Provincial Committee of Manila of THE PHILIPPINE TEACHERS' ASSOCIATION.

Sec. 2.—This provincial Committee shall be divided into as many Local Committees as the number of School Districts into which the City of Manila is divided.

Sec. 3.—The object of this committee shall be the same as that of the grand association, called PHILIPPINE TEACHERS' ASSOCIATION of which it is a part, and it is the following: (a) to promote among the members of the association social intercourse; (b) to establish more nearly perfect community of interest of the teachers; (c) to assist the government to advance the interest of the people, to bring before the people in the most effective way the purposes of the government as represented by the Department of Public Instruction; (d) to mutually protect and benefit the members of the association in every respect.

#### ART. II. MEMBERS AND THEIR RIGHTS: —

Sec. 1.—All persons presenting satisfactory evidence to the fact that they are engaged in the profession of teaching in the city of Manila and with irreproachable character shall be eligible for membership in the Local Committee to which he desires to apply by a written application afforded by the Provincial Committee.

Sec. 2.—A majority vote of the members of the Provincial Board, and the oath of faithfulness of the applicant administered by the Local Board shall give effectiveness to his membership.

Sec. 3.—Members shall be divided into two classes; (a) Active members are those permanent and temporary teachers who regularly paid their monthly fees of P. .50 in advance; work effectively for the welfare of the association and subject to all duties, obligations and limitations of the Provincial and Local Committees; (b) Honorary members are those, to whom by their disinterested labor for the association and for the com-

mittee in particular are given a Certificate of Honor by the Provincial Board and O. K. by the Executive Board of the P. T. A. and shall not be subject to any duties, obligations, and limitations of the committee.

Sec. 4.—Any active members who dwelt properly in the committee (a) shall, in case of sickness without salary for a period of seven days at least, receive from the fund of the Committee a relief at the rate of Fifty centavos (P.50) a day; (b) in case of death his family shall be looked after its welfare by the association and by the Provincial Committee in particular as far as may be possible; (c) shall, in case of discharge whenever his civil right are in danger, be defended by the Provincial Committee; (d) shall enjoy all rights on the properties for the Provincial and Local Committee; (e) shall have the right to eligibility and to talk and vote.

Sec. 5.—Any honorary member with good standing in the association shall have the right as stated on phrases (b), (c), (d) but not financially, and (c) but not to vote and eligibility.

#### ART. III GOVERNMENT, BRANCHES, OFFICERS AND VACANCIES.

Sec. 1.—The governing bodies of the Provincial Committee shall be divided into Local committees whose officers shall be composed of a Chairman, Financial Secretary and three advisors. The first two officers shall be directors of the Provincial Board.

Sec. 2.—The offices of the Local Committee shall be elected annually from the members and by the members of the Local Committee sometime during the month of September; the result of which shall be approved entirely or partly by the Board of Justice which will be composed of the first five officers of the Provincial Board. The decision of the Board of Justice shall be final.

Sec. 3.—The provincial Board shall consist of a President a Vice President, a Treasurer, a Secretary, a Vice-Secretary, and eight directors. The first five officers shall be elected annually in general ordinary meeting of all the members of the Provincial Committee by secret ballots in a day of August.

Sec. 4.—In all election of officers all ballots shall

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be given personally or handed by a representative of each Local Committee in case of sickness. The Provincial and Local Boards shall serve without compensation during a year or when their successors are duly elected and qualified.

#### ART. IV. DUTIES

Sec. 1—The President shall call and preside all meetings of the Provincial Committee and of the Provincial Board; be ex-oficio member of Local and Temporary committees; appoint an Auditing committee to consist of three members which shall audit every six months the account of the Provincial and Local Treasurer, and make a written report of the same to the Provincial Board which shall be opened to the inspection of all the members; enforce this BY-LAWS and other resolutions properly approved, and preserve order and harmony at all meetings.

Sec. 2—During the absence or inability of the President, the Vice-President shall in the order of his President, perform the duties and execute the authority of President. In the absence of the President and Vice-President the duties shall be performed by one of the directors, who will be selected by the Board of Directors.

Sec. 3—The Treasurer shall receive and make receipts of moneys collected and send by the financial secretaries; and disburse the same upon proper authorization of the Board of Directors and conduct all correspondencies relating to same. He shall keep the account of the Provincial Committee, and books belonging to it, which at all the time shall be opened to the inspection of the Board of Directors and auditing committee. He shall submit at the ordinary meetings of the Provincial Board a statement of his account, and at the end of each year, to the general meeting, which shall show the receipts and expenditures of all money under the different heads, the balance on hand, and as far as possible, the outstanding obligations of the Provincial Committee, and submit a report of the financial condition of the Committee in accordance with the requirements of Act. 701 of the Philippine Commission to the Treasurer of the P. I.

Sec. 4—In case of absence or inability of the Treasurer one of the Financial Secretaries selected by the Board of Directors shall substitute him.

Sec. 5—The Secretary shall give timely notice of all extraordinary meetings of the Board of Directors or of all members; shall keep the minutes. He shall con-

duct the correspondences with the exception noted in Sec. 3 and 6 of this Art and keep the records of the Provincial Committee, which records shall at all times be opened to the inspections of the Board of Directors. He shall be the keeper of the seal.

Sec. 6—The Vice-Secretary shall perform the duties and exercise the authority of the Secretary in his absences; shall conduct the applications for membership; shall furnish the Treasurer and Secretary with the names of the persons elected to membership; shall keep a roll of all members and shall be the responsible of Library, Bangs Flag, and other properties of the association.

Sec. 7—The chairman of the Local Committee shall be one of the directors of the Provincial Board; shall call and preside and preserve order and harmony at all meetings, shall take with the other officers in his committee the oath of faithfulness of all applicants; shall endorse to the Provincial Board all requests for relief; and shall endeavor to look after the welfare and success of the committee in particular and of the Provincial Committee in general.

Sec. 8—The financial Secretary shall be one of the directors of the Provincial Board; shall keep a record of all the members in his committee; call extraordinary meetings; keep the minutes of all sessions; attend all correspondencies pertaining to the Local Committee; shall collect the monthly fees of the members in the Local committee and keep for the subsistence of the Local Committee one fifth (1/5) of it and the rest to be forwarded to the Provincial Treasurer of the Provincial Board at the very next meeting of this; shall keep an exact account of the fund of the Local Committee.

Sec. 9—The Advisors shall have the duties to help the chairman and Financial Secretary in their works, to recommend the best matter to be done in the Local Committee for its benefits and for the welfare of the PHILIPPINE TEACHERS' ASSOCIATION.

**Josue Soncuya**  
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Sec. 10.—It is the duty of each active member to pay regularly his monthly fees at all ordinary meetings; to attend punctually and regularly all ordinary and extraordinary meetings; to revise often times the books of the Provincial and Local Committees; and to submit propositions tending to the prosperity of the Committee.

#### ART. V. MEETINGS.

Sec. 1.—The General Ordinary meetings shall be held three times a year, on the last Saturday of August, November and February at 9 a. m. in the Office of the Provincial Committee.

Sec. 2.—The Local Committees shall meet ordinarily on the Second Saturday, and the Provincial Board on the Last Saturday of each month.

Sec. 3.—The extraordinary meetings of the Provincial Committee can be held by the call of the President or by an unanimous resolutions of the two Local Committees.

Sec. 4.—Extraordinary meetings of the Local Committee shall be held by the call of the chairman or by written request of eight (8) members of the society.

Sec. 5.—Meetings shall be conducted by the Parliamentary Laws of "Robert's Rules of Orders."

#### ART. VI. OFFENSES AND PENALTIES.

Sec. 1.—Members shall cease to be in good standing and be expelled from the Committee for any of the following causes:

a) A wilful unexcused failure to perform any of the duties herein included in the obligations of members and officers.

b) Any act of omission whereby public decency may be shocked and the association brought into disrepute.

c) A dishonorable discharge from the service of the government or of any educational institutions of good standing.

d) By failure to pay two (2) monthly fees successively and not to attend three successive meetings without reasonable excuse; understanding, that said member shall notify the Secretary or Financial Secretary about his absence.

#### ART. VII. AMMENDMENT OF BY-LAWS.

In order to amend any portion of this By-Laws it shall be necessary that a proposition contemplating such amendment signed by at least two-thirds of the active members of the Committee, be submitted by an extraordinary meeting of the Provincial Committee and that all members be notified by the Secretary that said proposition of amendment will be considered and voted upon at the next extraordinary meeting of the Provincial Committee. A two-third votes of the members present at said second meeting shall be required to carry such amendment.

Approved on June 18th, 1910.

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# Teachers' Department

## Counsels to School teachers

1—Hung up in visible place the daily program of recitations. - If there is an abundance of black boards one or two of them will be sufficient to have your program written on with intelligible writing.

2—Visitors and pupils have the right to know the program of your class, for it is the time table of the school and should be followed as closely as a modern railroad follows its schedule.

3—Get your pupils into the habit of saying, "Yes Sir" or "No Sir" and "Yes Madam" or "No Madam", and never "Yes teacher" or "No teacher".

4—Generations ago, the school discipline consisted entirely of *Don'ts*. It was not successful. The *Don't* that is not followed by a *Do* is usually useless.

5—Exercise your efforts to do things right and properly, for it is the best safe—guard against the wrong.

6—It is generally a poor teacher that keeps pupils after school. A Principal tells his teachers that "*Before* school is better than *after* school work."

7—Without the cooperation of pupils' parents you can not run school successfully. Get their acquaintances, meet them now and then, and it will surely result in great good for the school and country.

8—A pleasing voice, freshness and vivacity about the teacher, quickens and inspires the school. The questions come as if she were seeking information. They are crisp and to the point. Her face beams at a good answer, and leaves an impression on the class that she is learning something from them. Discussions are bright and animated and full of life, yet always respectful and courteous. She is just the reverse of the teacher who is always pouring in information instead of calling out and getting pupils to express their own thoughts on the subject. One dulls the intellect, the other sharpens it.

9—Systematic placing of the seats of pupils, the calling of classes, the distribution of wraps, the collection of scraps, the passing of classes, the dismissal of

school all these do much to make or mar the success of the school. A well arranged program that indicated not only the time and order of the recitation, but also the study periods. Woeful failure are made because the teacher does not plan carefully in advance just what to do, how to do it, and when it should be done.

10—Dismissal of the school has its effect upon the whole school. Often teachers hurry to dismiss the children quickly to be relieved of the responsibility. Pupils leave the building with a jump, a shout, and as boisterous as a lot of market people. Of all the periods of the day, the one just preceding dismissal is the one when the teacher should be the most deliberate. If ever pupils are at the teacher's mercy it is at this period. Let them understand that quite precedes all dismissals. If it requires fifteen minutes or half an hour to get quiet, let them understand they do not leave until they are quiet. Then at a quite signal the pupils rise in orderly manner and pass out respectfully.

11—I might enumerate a number of other things detrimental to school work. One is of special importance, and that is the running and jumping in the school-room at playtime. Without exception, I have always found that a noisy room at recess was a noisy room after recess. The school-room should be a place for work, or quiet, home like conversation, but never a place for romping and rudeness.

MINERVA.

## ART OF QUESTIONING

BY RICHARD PARK.

1. Be spired and enthusiastic.
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## REQUESITES OF A GOOD ANSWER

1. Pupils should stand erect.
2. Pupils should speak so all can hear.
3. Pupils should answer in good, clear, well-rounded sentences.

## ALPHABET OF HEALTH.

Let your pupils learn this health alphabet by heart.  
Abstain from intoxicating liquors.  
Breath good air.  
Consume no more food than the baby requires  
Drink pure water.  
Exercise daily.  
Find congenial occupation.  
Give the body frequent baths.  
Have regular habits.  
Insure good digestion by proper mastication.  
Justify right living by living right.  
Keep your head cool and your feet warm.  
Make definite hours of sleep.  
Never volt your food.  
Overexercise is as bad as underexercise.  
Preserve an even temperament.  
Question the benefit of too much medecine.  
Remember, "an ounce of prevention is worth a pound of cure."  
Sacrifice money, not health.  
Temperance in all things.  
Under no condition allow the teeth to decay.  
Vanish superstition.  
Worry not at all.  
X-tend the teachings of this alphabet to others.  
Yield not to discouragement.  
Zealously labor in the cause of health and gain everlasting reward.

*From EDDUCATOR JOURNAL.*

## III A. ARITHMETIC

1. A dealer bought 1000 cavanes of rice at ₱1.75 a cavan. He paid ₱.33 a cavan for transportation, and ₱.14 a cavan for cleaning. He sold the whole for ₱2825. How much did he gain? Solution.

2. Reduce to their lowest terms:

$$\frac{15}{45}, \frac{18}{40}, \frac{5}{75}, \frac{36}{100}, \frac{27}{180}$$

3. Change to a whole or mixed number:

$$\frac{38}{8}, \frac{53}{7}, \frac{65}{9}, \frac{42}{8}, \frac{25}{5}$$

4. I buy 50 sheep at ₱4.50 each and sell them for ₱5.75 each, what do I gain? Solution.

5. Juana paid ₱13.80 for a dress and  $\frac{1}{13}$  as much for a pair of shoes. What did both cost?

## ARITHMETIC FOR IV B.

I. If I get 360 piculs of rice from 5 kek how much will I get from 8 hek? Analize,

II. How many meters of fence will it take to inclose a farm 475 meters long and 368 meters wide (Solution.)

III. A farmer raised 736 hektoliters of corn and sold  $\frac{3}{4}$  of it. How many hektoliters had he left. (Solution.)

IV. At ₱6-2/3 a ton, how much will 8-3/4 tons of coal cost (Solution)

V. What is the interest on ₱400 for 3 yrs. at 5%?

VI. John spent 60 centavos which was  $\frac{3}{5}$  of all his money, how much money had he.

VII. Add,  $22\frac{1}{2}, 5\frac{3}{8}, 16\frac{2}{3}$ , and 450.

VIII. Subtract 30609-2/3 from 48759.

IX.  $25 \times 3\frac{3}{5} =$ .

X.  $2\frac{1}{2} \times 3\frac{3}{8} \times 1\frac{1}{2} \times 3\frac{3}{4} =$ .

XI. A steamer sails 990 miles 3 days how far will it sail in 12 days? (Solution)

XII. If it takes 16 yds of piña for a dress, how many dresses can be made from 6 rolls, 24 yrd. in each roll? (Solution)

XIII. Change to decimals and add:  $7\frac{7}{10}, 25\frac{1}{4}, 12\frac{1}{5}, 6\frac{4}{20}$ .

XIV. I sell 160 horses at ₱40 each. How many sheep can I buy at ₱30 each? (Anal.)

## GEOGRAPHY FOR IV B.

1. What and where is the most important country of N. America?

2. Locate London, Paris, Berlin, Peking, Yokohama?

3. Define Transportation, Mining, Agriculture, Commerce and Marufacturing?

4. How are goods brought into the Philippine Island from the United States?

How are products taken from one part of a province to the markets of the towns in the Philippine Islands? Name one railroad?

5. Name 3 imports from the U. S. to Manila? 3 exports from the Philippine Islands to U. S?

6. Diagram the five largest of the Phil. Is.?

7. Locate Panama and Suez canals?

8. For what products is Brazil noted?

9. Name 1 large river and city in South America?

10. Where are these rivers? Mississippi, Nile, Danube, Yangtse and Yukon?

## IMPORTANT

We respectfully request our subscribers to pay their subscription to THE FILIPINO TEACHER for the present year, Volume IV, as soon as possible but not later than September 1910. Subscribers failing to pay within this time, their names will no longer continue in our list of subscriptions.

We send free a copy of our Special Edition dedicated in honor of the Provincial teachers who attended the Philippine Normal Schoo', to the subscriber who pays his subscription in advance.

THE FILIPINO TEACHER

*Silleria de Viena, de América Hongkon; sueltos y por juegos muy baratos, siempre barato en LA PUERTA DEL SOL.*

# LITERARY PAGE

## Dreams of the past

When Nature wraps this world with gloom,  
And evening tide is resing high,  
On vision's wings appears the form  
Of "Days that are gone by".

And as I live it o'er again  
The sweetness of the happy past,  
The joy that quits my waking hours,  
Comes oh! to me at last!

Along the borders of a stream,  
And on a bank, with carpet green,  
Two lovers sit in silence deep  
While fades the Golden Sheen.

They thus, remain in muteness long  
Till twilight settles on the strand,  
And full-moon's lustre breaks the east  
With silver colored wand.

And walking from her reverie  
The "beauty" of this river scene,  
She looks at him with Love's sweet gaze,  
The Love of "Fairy Queen".

A heavy sight breaks that calm air,  
The moon beams light on pearly tears,  
As she is trying to declare  
Her sorrows and her fears.

"My brother dear," she says, "alas!  
The time has come when you shall part

And leave behind a lonesome soul,  
A sorrow-stricken heart!"

"The happy hours I spent with you,  
Our joys; I'll search for them in vain,  
And they will never come to me  
Till you are here again."

"If in that distant land you'll find  
That beauty's smile is lavished free,  
A 'Cup of Bliss' filled to the brim,  
My love, remember me!"

"In idle thoughts, waste not your time,  
From pleasures vain, yourself refrain,  
For in this shore you will still find  
True love, a sweeter strain".

"Farewell, my brother dear, farewell!  
My last remembrance ever wear."  
And falling, like a rose's leaf,  
A kiss sounds thru the air.

Reality's awaking touch  
A sudden end my dream it gives,  
And waking, ah! What have I found?  
—A vision that deceives!

She has not kept her promise true,  
A wealthy man has won her hand;  
But giving him her tender heart  
She did her sire's command.

FLORE.

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## My School days

I well recall those happy days—  
 Those golden days when I was young!  
 When I was fond to run and chase  
 In school the boys who did me wrong.

I seem to see my teacher smile  
 Before the class beside the chart  
 Which she insisted all the while  
 That we must learn it all by heart.

At early morn I left my home  
 And went to school with lessons learned;  
 Around the school we used to roam  
 With all the zest our hearts have yearned.

And when the classes were begun,  
 All boys and girls were still and quiet;  
 Our teacher called us one by one,  
 For that's the best way to recite.

And when the time came for recess,  
 We ran again around the school  
 And played like brothers more or less,  
 For we were taught the golden rule.

When school was o'er and task was done,  
 We yelled and cried a ringing cheer!  
 As if our voices were but one  
 We bade good-bye our teachers dear!

While I was on my homeward way,  
 I fain would sing or hum a song  
 Which we have practiced every day  
 In school where all of us belong.

One day we had a spelling match,  
 And I was chosen captain then!  
 My side was closely on the watch  
 For I have picked the best of men!

But later come the fatal blow!  
 The teacher gave a word to spell  
 To me and which I did not know—  
 How I was puzzled none can tell!

One day in March we had a test;  
 The subject was geography;  
 But it was only merry jest  
 For us, the boys especially!

Our teacher said: You must not cheat,  
 If you don't know, you have to guess,  
 For if you cheat 'twill be defeat  
 For all of you and not success.

Of course we all had to obey,  
 Because we knew that she was right;  
 "You must be good", she used to say  
 Whenever naughty boys would fight.

What more to say? Oh! yes, some more  
 About the man who cared the school;  
 He's always been our janitor  
 And proved himself a useful tool.

Another thing that I have seen  
 While in the school with friendly boys,  
 Is that we must be always clean  
 And fill our hearts with childish joys.

Those glorious days are past and gone!  
 My teachers, friends, I meet no more!  
 We left our tasks completely done  
 To search with faith another shore.

I keep those days in memory.  
 And there they always shall remain;  
 These happy days had nourished me—  
 I wish I were a boy again!

JUAN F. SALAZAR.

## NOTICE

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# SCHOOL NEWS

## IN THE "COLEGIO MERCANTIL"

Last Sunday, July 30th, 1910, the Colegio Mercantil gave a velada in honor of her ninth anniversary under the auspices of its Assembly Hall.

The college was artistically decorated. The Molina orchestra gave the music.

At 8 o'clock p. m. the guests began to arrive and the reception committee ushered them at their respective places. Soon the hall was diminutive in size to contain all. There were scarcely enough seats for ladies.

It was 9 o'clock when Hon. Sergio Osmeña, the Honorary President of the college arrived. He entered the room amidst the applauses of the public while the orchestra resounded the Filipino National Hymn.

The inaugural speech was delivered in English by the Profesor Mr. F. A. Cosio. A historical drama was represented and acted by the students of the college. Miss C Jhocson recited a poem under the accompaniment of piano. The last number was a thanksgiving by Mr. J. Jhocson.

Through the initiation of the public the Speaker delivered a speech which gathered many applauses. At the end of the program the guests were taken to the court where a lunch was served to them. All the guests went home satisfied and so did I.

A. GUEST.

## MANILA HIGH SCHOOL

This school has 865 students at present, of which there are 140 in the fourth year, 151 in the third year, 216 in the second year and 358 in the first year.

There are 20 teachers in all and a vacancy has not been filled yet.

The pupils have just organized a High School Orchestra of which Mr. King is the Director. They will also soon organize a new well equipped base ball team.

## ENGLISH LAW SCHOOL

This is the only English Law School in the Islands. It is a private, protestant school under the care of the Y. M. C. A. Three years work are needed to graduate. A whole course of one year costs ₱150.00. Classes are held in the evening at the Manila High School. The faculties are prominent American judges and lawyers of Manila. No entrance examination is required. Any High School graduate can have three years preparation and be ready for the Bar. Those who have vocation to follow this career would better make up.

## THE UNIVERSITY OF SAN JOSE

It seems as if this noted center of learning will soon have its dawn according to reliable informations and authoritative news that surround us. To lose a co-worker while in this wide field of teaching, while educating the masses, is grievous indeed. We hope however that we have been misinformed and that the University of San Jose will continue to exist.

## GABALDON SCHOOL BUILDINGS IN LEYTE

Gabaldon Law is a bless to the Province of Leyte. It gives a marvelous aid. Just read the following notes we extracted from the school bulletin sent to us and we will know how it works. All provinces ought to get their shares from Gabaldon Law.

The Leyte School Bulletin says:

Tolosa central is finished, the first one in this province completed with aid from the Gabaldon Law.

## COMBINATION RATES

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<i>Total.</i>	" 4.00
Our rate for both only . . . . .	" 3.20
Normal Instructor . . . . .	·P-2.00
Primary Plans . . . . .	" 2.00
The Filipino Teacher . . . . .	" 2.00
<i>Total.</i>	" 6.00
Our price only . . . . .	" 4.50
The Elementary School Teacher . . . . .	·P-3.00
The Filipino Teacher . . . . .	" 2.00
<i>Total.</i>	" 5.00
Our price only . . . . .	" 4.00

We also send to our subscribers the following books with the very low price of ·P 1.60 each post paid:—

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Teachers—take advantage of this combination prices. Send us your orders at once. Tomorrow is too late.

## THE FILIPINO TEACHER

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Tacloban central is well under way. Mr. Pedro A. Flores is the contractor and he is doing a fine job. Baybay will inaugurate a new ₱34,000.00 reinforced concrete municipal school building soon; The inspector reports the building eighty per cent completed.

Carigara central is in the hands of contractor José Vega, ₱16,467.00. He has the cement work finished and the super-structure well started.

Road foreman A. W. Austin is building a standard plan N.<sup>o</sup> 2 school building by administration at Tunga, a barrio of Barugo on the Jaro-Carigara road. There is ₱4,500.00 available for the work.

Mr. Austin is also finishing the Jaro central school building by administration. New work will consist of a reinforced concrete wall to first floor, painting, and new partitions ₱5,500.00 available.

Mr. E. Womack has been awarded contract to reconstruct and complete schools at Amparo and Macrohon central in the town of Macrohon, and the central school (tribunal building) in Hinundayan.

Alangalang central school building is under construction. Sr. José Vega is the constructor and the price ₱3,400.00.

Work is booming on the Ormoc central under the skillful supervision of contractor D. H. Hahn. Contract price ₱5,400.00

The central school building at Bato will be built by contractor Manuel Martinez for ₱3,825.00.

Advertisement of bids will be made as soon as possible for the reconstruction of school buildings in Palompon, Dagami, and Caybiran centrals and Santa Rosa, a barrio of Barugo.

Standard plan school buildings in the towns of Palo (2), Dulag (1), Hinunangan (1), Hinundayan (1), Cabalian (1), Hilongos (1), Kawayan (4), San Isidro (1) have been turned over to the District Engineer for construction.

Funds have been provided for the erection of thirty-six new school buildings in the province of Leyte and several more pending.

—A domestic science building, 24' by 36' and a lumber kiln, 14' by 40' are being erected on the High School grounds. Mr. David H. Warner and the High School boys will construct the building.

#### LEYTE PENSIONED STUDENTS IN MANILA.

NAMES.	SCHOOL.
Ceferina Tárcela	Hospital
Florencia Espina	"
Cristeta Montejo	"
Visitación Pérez	"
Fabiana Cobacha	"
Juana Nuevo	"
Alejandro Montejo	Philippine Normal School
Fructuoso Almaden	" " "
Fortunato M. Sevilla	" " "
Íñigo A. Gonzales	" " "
Mamerto Seron	" " "
Froilan A. Bayona	" " "
Andres Acuin	Phi. Sch. of Arts and Trades.
Felix Avilla	" " " " "
Juan Pérez	Agricultural School

#### LEYTE PENSIONED TEACHERS IN MANILA.

NAMES.	SCHOOL.
Saturnino Mari	Philippine Normal School
Emilio Pundavela	" " "
Bernardino D. Amago	Phi. Sch. of Arts and Trades.
Raymundo Fabi	" " " " "

#### NURSES' SCHOLARSHIPS.

These four Leyte girls have been awarded Nurses' Scholarships and will leave in September for Manila. Francisca Villamor Jaro  
Catalina Callaron Tanauan  
Constancia Fama Carigara  
Gregoria Espeleta Palo

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### LEYTE SCHOLARSHIP IN THE LEYTE PROVINCIAL HIGH SCHOOL

Four girls and three boys are at present in the High School dormitories, as pensionados from several municipalities of Leyte. They are as follows:

Isidro D. Encina	Abuyog
Segunda Almendra	"
Felicidad Aparis	Ormoc
Justo Pacheco	"
Dorotea Rosales	Malitbog
Apolonia Bendijo	"
Jesús Barrantes	"

Balanga the capital of Bataan province will soon erect a magnificent building for an Intermediate School that will cost ₱19,000, ₱15,000 of which was given by the Department of Education according to Bill Gabaldon. Balanga will have something to be proud of.

### NOTES FROM PANGASINAN

The Supervising teacher in San Nicolas, Mr. Euban will be transferred to Binalonan to teach in the Intermediate school. To his effort the Fifth District is partly indebted for its advancement in athletic meets.

It is said that Miss Segundina Gamboa, and Miss Sixta Orallo, both teachers in Asingan intent to resign to resume their studies.

The celebration of the fiestas of the towns of San Quintin, Tayug and San Manuel was suspended owing to the existing cholera in the Province.

A school house of ₱6000.00 is expected to be built in Santa Maria. The municipality raised ₱2000.00 for this purpose and is waiting for the aid of the Gabaldon Act.

The well-known teacher of Malasiqui, Miss Rosario Menor, will be transferred to Tayug to teach V Grade.

Miss Eugenia Cabrera formerly a teacher in Tayug, graduated in Biblical College at Lingayen and is now at her home.

On June 8, 1910 Mr. Antonio Quintos from Binalonan will wed Miss Maria Serapia from Mangaldan. She is a successful teacher in Domestic Science at the Intermediate in Binalonan. Prosperity and perennial honey moon.—T. B.

### NOTES FROM MALABON INTERMEDIATE SCHOOL

Under the direction of the Supervisor, several schoolboys are now constructing a cistern adjacent to the school building, which will hold about 1000 pails of water. To understand the importance of such a tank, we must bear in mind that the only easy sources of fresh water in Malabon are the artesian well and the rain water. Since the school is very far from the well, it has to rely upon the rain water when such is available. At present, the school is spending seven centavos water every day, and more will perhaps be spent when school plants are obtained. It is therefore expected that after a year or two the expenses in building this tank may be recovered and at the end of such time, the school will be supplied with water at no cost, and if desired, it can sell some.

The industrial classes with their industrial teacher, Mr. Brigidio Santos are at present working hard to beautify and improve the school grounds, together with the baseball diamond and the tennis courts. It must be remembered that it is this school that won the prize offered by the Governor General which consists of a baseball outfit. Such a success was due to the ever increasing activities of both pupils and teachers in dealing with their ground works.

Much attention is paid to the physical welfare of both girls and boys in this school. There are two tennis courts available and every afternoon lady teachers and pupils practice with the tennis manager, Mr. B. Santos. Two baseball teams have recently been organized by their manager, Mr. Nemesio Mendiola, and they are also practicing almost every afternoon when there is a favorable weather. This school expects to give a good show at the coming Pasig Carnival Meet.

### Maximino Mina

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# Normal School Notes

Superintendent Geo. N. Briggs has gone to the United States on leave. Mr. A. W. Cain, Principal of the Training Department, will be acting superintendent during the absence of Mr. Briggs.

Mr. José Espíritu who has a diploma from the State Normal School of New Jersey and has been supervisor of Angeles, Pampanga, is now a model teacher in the Training Department.

Mrs. Mary E. Gordon-Dunster who spent her long vacation in Germany is back at her post as head of the Music Department. She reports an enjoyable vacation.

Mr. A. Granados, for many years the efficient and popular record clerk of the Normal School, has resigned and gone to the United States. Every one regrets the loss of Granados. He has been succeeded by Mr. A. Bautista as record clerk.

Mr. Ortiz W. Calvin, formerly of Santa Cruz, Laguna, has been transferred to the Normal School as teacher of botany.

José Cerberó, who delivered the valedictory address for the Intermediate graduates, Class '10, is now assistant property clerk in the Normal School. He is also pursuing certain studies as he is ambitious to obtain more education.

Mr. Charles H. Storms, formerly Principal of Sampaloc Intermediate School, he is now at the head of the history department. Mr. Craig who formerly held this position has gone to Japan.

Mr. Eutiquiano Garcia, a graduate from the Normal School, Class '10, has recently been appointed librarian. He uses his spare time in the study of law. Garcia would make an honored addition to the bar as he is good looking and a forceful speaker.

Miss Gertrude McVenn, formerly of the Camarines High School, now has a position in the English Department. The Normal School is fortunate in having the services of Miss McVenn, as she is a teacher of long and successful experience.

Vicente Canlas, Class '08, is stationed at Apalit Pampanga, where he is rapidly making a reputation as a good teacher.

Miss Martha Cretcher, who was formerly head teacher in the Department of Domestic Science, has been transferred to Zamboanga. She is succeeded by Mrs.

Susie M. Butts, formerly Domestic Science teacher at Bacolor.

Miss Paz Guzman, formerly of Nueva Ecija, is now a model teacher in the Training Department. Miss Guzman has quiet reputation as a teacher. Moreover, she is one of the most charming young ladies to be found anywhere. It was hardly fair for us to take her away from the good people of San Isidro, but they should remember that their loss is our gain.

Mr. Chester Murray, formerly Principal of Union High School, is now a critic teacher in the Training Department. Mr. Murray organized the famous San Fernando band. We trust that he may see his way clear to organize such a band for the Normal School.

Miss Maria Magtoto and Miss Olimpia Nuguid have recently been added to the faculty. They were both assigned to the department of fiber weaving.

Mr. P. S. O'Reilly, Supervisor of the private schools of the Philippines, and Miss Dixon of California recently paid the school a visit. Miss Dixon is making a tour of inspection for the benefit of the educational department of her state.

The Senior class was recently organized with the following corps of officers: President, Fortunato Sevilla; Vice-President, Domingo Torralva; Secretary, Encarnación Ungson; Treasurer, Tarcila Malabanan. This bids fair to be an efficient organization exhibit a marked degree of class spirit.

Mrs. Carrie E. Anderson, industrial Supervisor of the Philippines, was a recent caller at the Normal School.

At a recent election of the Normal Literary Society, the following officers were selected: President, José E. Cerveró; Vice-President, Gregorio Angustia; Secretary, Eufracio Castillo; Treasurer, Amparo L. Katigbag; Sergeant-at-Arms, José Tinsay. This society is wide awake and we should not be surprised if it runs the Junior Assembly a close race before the end of the year.

The official staff of the Junior Philippine Assembly is as follows: Speaker, Teofilo de las Alas; Secretary, Valentín S. Juan; Treasurer, Simeon Madlansacay; Sergeant-at-Arms, Candido Agdamag. This Assembly is composed solely of young men of high attainments. In fact, they are the Solons of the Normal School; and mark our prediction. Some of them will be numbered among the future Solons of the Country.

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.P-2'00

# SOCIETIES

## SURIGAO LITERARY ASSOCIATION

The Surigao Provincial High School pupils organized a society called Surigao Literary Association. The following members are elected officers as follows: Santiago Villaflor, President; Andres Enano, Vice-Pres.; Gregoria Canda, Secretary; Querico Silay, Treasurer; Frank Lomancas and Domingo Acosta; Sergeants-at-arms. At the inauguration of the society a selected program was given.

## YOUNG FOLKS LITERARY SOCIETY

This society has for its aim to develop the use of the English language, to practice parliamentary laws and to promote the general welfare and mutual friendship of the members. Its members are composed of both Normal and High School pupils. It gives a program once a week. We are informed that any government student from outside who shows good school work and moral character shall be admitted as member of the society. Its motto is the following: IT IS NOT BIRTH NOR RANK NOR STATE, BUT GET UP AND GET THAT MAKES MAN GREAT.

## "FELIPE CALDERON"

This is the name of the society recently organized by the students of law in the ESCUELA DE DERECHO, the largest law-school in the Islands. At present it counts the most students.

## MINERVA CLUB

The Minerva Club in Cavite is getting busy. She spends her spare time at night in educating its many members most of whom are workingmen. We hope that the activity of her members will last long.

An Association named "Sangre Roja" was recently organized in the town of San Narciso.

Para adquirir un retrato muy parecido y baratisimo, es preciso acudirse á la Fotografia

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The tendency of this society is:

(1) Recreative.

(2) Instructive.

The following are officers of the society:

President, Mr. Victor Amos Altardino.

Secretary, Mr. Marcos Fuerte.

Treasurer, Miss Maria Guidilla.

Vocales: Mr. Gervacio Fedalizo.

Miss Marcelina Academia.

Miss Perfecta Amos.

Miss Francisca Firme.

Mr. Alejandro Dumlas.

Mr. Esteban Guidilla.

The meeting of this society was held in the hall of the Presidencia, and an interesting program was rendered.

## PROGRAM

1. Preliminary talk by the President of the association "Sangre Roja" Mr. Victor Amos Altardino.

2 Recitation, the Book of the year, by Miss Maria Villanueva.

3 Flores Orientales, Waltz by the band of the Municipality.

4 Conference about the important of Poultry Raising by Mr. Victorio Rosadas

5 Morena Carmen, Waltz by the Band of the Municipality.

6 Debate Resolved that it is more beneficial for a girl to stay at home than to go to school

Affirmative—Miss Perfecta Amos.

Mr. Benito Ebreen.

Mr. Apolonio Academia.

Negative—Miss Marcelina Academia.

Mr. Donato Amon.

Mr. Pablo Cawagas.

7. Star Spangle Banner and Marcha Nacional Filipina.

## NOTICE

Provincial Committees and members of the Philippine Teachers' Association are hereby notified that the CONSTITUTION of the P.T.A., approved and amended by the last Annual Convention of Delegates of Provincial Committees are already printed.

Members who desire to have copies of it may do so by sending us a 10-centavo coin in an envelope.

PHILIPPINE TEACHERS' ASSOCIATION

BOX 1090—MANILA.

## THE WAY HOW TO SUPPORT AN ASSOCIATION

*To all teachers of Imus Cavite.*

It has been the practice followed by some schools to organize Library Associations for the benefit of both the students and teachers I find myself obliged to talk about this matter, calling the attention of my fellow teachers, specially the teachers of Imus District as to the manner how a Library Association may be kept progressive in regards to its economical conditions. Of course, it is very hard to support such an Association on account of the lack of funds upon which the existence of any Association depends.

The Imus Library Association is one of those that are lacking of progressive standings which I think can be easily remedied by duplicating the activities of its directors in many ways.

One of the many propositions that I desire to suggest to my fellow teachers, specially to the directors of Imus Library Association is as follows.

(1) That a teacher in charge of a class with his or her pupils, while attending the Domestic Science period, be assigned to prepare any kind of foods for sale to the pupils at the recess time, the net profit of which is to be invested in Library purposes, and by doing so the teachers will not only help themselves to train the pupils in Domestic Science but to instruct them in market busines, the two principal and practical knowledges that the pupils must be familiar with.

(2) That a series of entertainments such as "Literary velada" consisting of comic, vocal or instrumental play, and the like, be held in any time for the benefit of the Association, thus the teachers will not only help to improve and enlarge the financial conditions of the Association, but to train the pupils mentally and practically in public entertainments.

In these two ways, I think we will discover the path through which the enlargements of, not only the Imus Library Association in special, but any kind of instructive Association in general, are based upon. I then cordially invite the attention of my fellow teachers to put my propositions in practice in order that we may demonstrate once more that we are not only devoting our time to cultivate the minds of the children, but also for the betterments of their social and intellectual conditions.

C. S XAVIER.

Ex-Principal, Imus Central Primary School.

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## PERSONAL MENTION

The Director of Education Mr. Frank White has chosen Miss Eva Scheide for a wife. It is said that the future couple will soon bind themselves with that unbroken tie of matrimony. THE FILIPINO TEACHER in the name of all the teachers of the Islands wishes them a perfect honey moon and a life overloaded with happiness and prosperity.

After the military parade given before the presence of Hon. Secretary Dickinson the crowd poured in the Luneta to hear the song of 5,000 City-school children dressed in red, white and blue, so placed together that they formed the biggest flag the people of Manila ever saw. It is indeed grand and beautiful. We congratulate Mr. G. E O'Reilly, and Miss Katherine Black for this grand show.

The Hon. Secretary of War Mr. Dickinson with her wife is making his visits in the provinces. We expect him to visit the schools and see the rapid progress they make.

Mr. Justo Juliano, Principal of San Sebastian School has been transferred to Sampaloc intermediate School. Mr. Gervasio Eraña, teacher of San Nicolas School succeeded him as principal.

On July 30th Mr. Rufino Maglaké, a teacher of Galangin Scool maried to Miss Alejandra Evangelista a lady from Meycawayan, Bulacan, and on August 12th Miss Mercedes de Guia, a teacher of Tondo Intermediate School, married to Benito Banaag, a medical student—The Filipino Teacher send its most hearty congratulations to all of them.

Mr. Luis Saracho our coworker in the Spanish Edition has suffered the loss of her charming daughter who died of convulsion on August 3rd. The Filipino Teacher associates the sentiments of Mr. and Mrs. Saracho.

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## JOKES

A parent who evidently disapproved of corporal punishment wrote the teacher:

"Dear Miss: Don't hit our Johnnie. We never do it except in self defense."—Sacred Heart Review.

"What causes the saltiness of the sea?" asked the teacher.

"The salt fish in it", answered the boy at the foot of the class.—American Education.

### DIFFICULT TO DRAW

A teacher asked her class to draw a picture of that which they wish to be when they grew up, and all went diligently to work except one little girl, who only chewed her pencil.

"Don't you know what you want to be when you grow up, Anna?" asked the teacher.

"Yes, I know," replied the little girl, "but I don't know how to draw it. I want to be married."

Success Magazine.

### FORGETFULNESS

A young man who always excused himself of having forgotten what he had studied whenever asked a question by his teacher, merited the following conclusion from his instructor; "You will not be good for anything". But this conclusion did not come out true because the forgetful pupil is now drawing ₱200.00 per week in FOREGETTING things for a big company.

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### STUNG

A man corrected a school boy one day for not calling him with Mr. or Sir, saying, "Don't you know how to give respect?"

"Well", answered the boy, "whenever you call me, you always say Juan, and not mister Juan, so don't you be surprised that I treat you the same. Remember the adage: Do unto others as you would have them do unto you.

Floring.

Magistrate (discharging prisoner)—"Now, then, I would advise you to keep away from bad company."

Prisoner (feelingly)—Thank you, sir. You won't see me here again."

Lippincotts.

“”.

### BAFFLED

'I die for yon, Oh. maiden, fair',  
The ardent lover said.  
Then love me not for I desire  
To have a man who lives for me  
And earn our daily bread.'

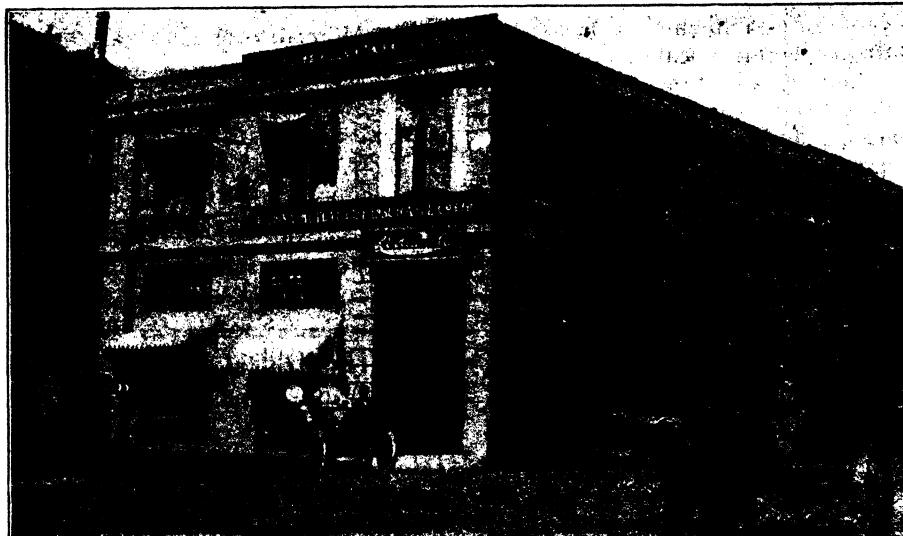
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# The Filipino Teacher

REVISTA MENSUAL, ÓRGANO DE LA "PHILIPPINE TEACHERS' ASSOCIATION"

Director Prof. PACIFICO VICTORIANO

P-200 ANUAL. SE RECIBEN ANUNCIOS A PRECIOS CONVENCIONALES

## A LOS SUSCRITORES

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Todas las comunicaciones pueden dirigirse a THE FILIPINO TEACHER P. O. Box No. 1090, Manila, I. F.

## EDITORIAL

### UNA SUGESTION

#### todos los pedagogos filipinos

Muchos son en verdad, los que consagran sus entusiasmos y energias al sublime apostolado de la enseñanza. Unos pertenecen al respetable Departamento de la Instrucción Pública y otros forman ese brillante plantel de profesores de los colegios privados. Ambos persiguen un mismo fin: la educación e instrucción sólidas de la juventud filipina. Son hermanos en la sangre que corre por sus venas y en la idea que aletea en su cerebro. Los primeros tienen una historia prendida de glorias y sacrificios. Hablan el idioma inglés, porque el dominador se lo ha impuesto. ~~V que importa? Su ideal á la emancipación política vive y se agiganta cada vez más en medio de los vaivenes del capricho gubernamental.~~ Los segundos, firmes en el puesto, y hoy como ayer, no importándoles un bledo lo escabroso del camino, llevan la antorcha de la civilización á muchas partes del Archipiélago. Son elementos que complementan por así decirlo, la labor del gobierno en lo que respecta á la enseñanza. Consuela el alma verlos entregados por completo á una misión, cuyos frutos estamos recogiendo con la sonrisa en los labios y la satisfacción inefable del deber cumplido. Pero hemos de hacer constar que sin embargo de perseguir un mismo fin y de correr por sus venas sangre hermana, andan como unos desconocidos en el sendero es-

cabroso del magisterio. No hay corrientes de simpatía por lo que notamos, entre esos apóstoles del saber. El cambio de impresiones es para ellos una cosa desconocida. Siguiendo una conducta así, sin notarlo, lograrán establecer divisiones horrendas dentro de la comunidad en que viven. Porque los hombres, alejados del contacto con los demás, no inspiran ni cariño ni unión á estos, ni éstos á su vez vez á aquellos. Resultará de aquí, que en las reuniones formarán círculos y tertulias aparte. Los turbulentos y los que no saben refrenar sus pasiones, atizarán el fuego de la discordia, por ciertas disputas y motivos baladíes. Presenciarémos el espectáculo de que allí á donde vayan los maestros del Gobierno, allí no podrán estar los representantes de los Colegios privados. Con ésto, mañana, cuando suene el clarín de la libertad, cuando el sol de la Independencia alumbe con sus rayos la magnificencia de nuestras ciudades, el verdor de nuestros bosques y la inmensidad de nuestro mar bravio, habrémos arrojado al surco las semillas del odio, que darán margen tarde ó temprano, á las luchas intestinas. El porvenir de una nación, está formado como ha dicho un brillante escritor extranjero, con los materiales del presente. Si al presente, construyéramos el edificio de nuestro porvenir político con materiales podridos y carcomidos por el devastador anay de los rencores, ese edificio se desmoronará entre las carcajadas de los malhechores del bien.

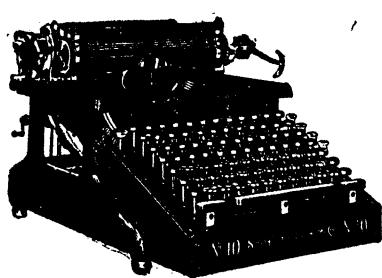
Teniendo en cuenta todo lo dicho, y al objeto

de preavertiros contra las consecuencias fúnebres de la desunión, vamos á lanzar á los cuatro vientos nuestro humilde pensamiento (acariciado ya por nosotros de largos días atrás), de fundar una "Asociación Pedagógica," en cuyo seno, tengan entrada no solamente los maestros públicos sino tambien los privados. Su objeto, cual será? El cultivo del trato personal y la defensa de los intereses de la clase. Creemos que de realizarse tamano pensamiento, lejos de presentarse el fantasma de las banderías, hará que todos marchemos hacia el progreso, derramando bienes sobre la humanidad sedienta de riquezas intelectuales; y asidos de la mano, hará tambien que levantemos al caido y ayudemos al débil á llegar al término de sus aspiraciones. Pero ¿será posible la existencia de esa Asociación Pedagógica, considerando por un momento que los que han de formar parte de ella poseen lenguas distintas? En las discusiones, ¿como se las arreglarán ellos? Les falta un medio de comunicación igual. Direis. Semejantes observaciones encierran un fondo de verdad aparente. Las lenguas distintas no constituyen óbice alguno para acometer una empresa por elevada que fuera. El hombre, estudiando las cosas, sorteó los escollos con habilidad y encuentra solución de eso que se llama dificultades.

Qué? ¿No podremos por ventura dividir esa Asociación en dos partes, de modo que la una sea gobernada por los que hablan el inglés y

la otra dirigida por los que se expresan en español? Si nosotros elijéramos cuerpos directivos para ambas, no tendríamos resuelto el problema? Si la naturaleza de los asuntos que se han de tratar fuera general, y hubiese por ésto, necesidad de celebrar una Asamblea Conjunta, para que nuestros pensamientos se entiendan por todos, ¿no podríamos demandar el auxilio de un intérprete? Le hay en todas partes, y no nos costará un ojo de la cara el encontrarlo. ¡Y quien sabe si nosotros, andando el tiempo, y á Dios rogando y con el mazo dando, consiguiéramos hablar los dos idiomas! Las explicaciones precedentes, han despejado la incógnita de la cuestión y desvanecido nebulosidades de la misma. No cabe duda, que se puede fundar una Asociación Pedagógica conforme á nuestras indicaciones. Y cual será nuestra conducta? La razón nos aconseja que no nos crucemos de brazos. Urge que el pensamiento se traduzca en hermosa realidad, porque todos nosotros quien más quien menos, necesitamos mantener incólume y glorioso el nombre de nuestra familia. ¿No sabéis comprometidos, que estamos recibiendo muchas veces humillaciones de los de arriba? ¿Ignorais que nuestro haber es mezquino apesar de nuestros desvelos y sacrificios? Vosotros, ó maestros públicos, ¿qué cargos importantes, ni qué sueldos justos habeis percibido desde que aparecisteis en el estadio augusto del magisterio? Y voso-

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etros, maestros privados, ¿no os dais cuenta de esa acusación que dice que algunos de vuestros compañeros trafican con la pedagogía? Vientos de fronda amenazan derribar ese magnífico palacio de vuestra enseñanza. El gobierno penetra en él, sin respetar vuestras instituciones venerandas. Habeis aceptado el control, no porque mereceis estar bajo el control de nadie, sino porque queréis demostrar al gobierno, que no especulais con la enseñanza; que de vuestros colegios, há salido una brillante pléyade de jóvenes, los cuales brillan en la actualidad en las diversas manifestaciones de la sabiduría humana.

¿No es ésta ocasión la más oportuna, para excitaros á que llevemos á cabo la fundación de esa sociedad? Obrando juntos, pondrémos coto á las demasias del Poder, rodearémos de prestigio á nuestra clase y cuantas peticiones justas formulemos, serán atendidas por aquellos, ante quienes las elevamos. Tomando las medidas á la menor indicación de todos nosotros, medidas encaminadas á velar por la dignidad y honradez de los colegios privados y la bondad del plan de enseñanza que en ellos se desarrolla anualmente, desharémos prejuicios y sospechas tal vez sin fundamento. Por el contrario, despreciando esa coyuntura que se nos presenta, cualquier acuerdo que adoptemos, no revestirá ese carácter impaciente y autorizado. Nuestra sustantividad quedaría anulada por un significativo encogimiento de hombros de los que mandan. Entónces, no nos asistiría el derecho de pedir que se mejore nuestro estado actual, pues, hemos querido uncir la personalidad pedagógica al carro señoril.

Pensemos en lo que somos y en lo que habrémos de ser el día en que nazca ó nos nazca á la vida pública esa Asociación. Si naciera robusta y vigorosa, gracias á nuestros cuidados y viviera feliz y contenta y mucho tiempo, operiase un cambio radical en nuestra manera de ser; si en clenque y raquítica, y luégo de haber nacido muriera, nos cubriríamos de oprobio porque el Inri de la incapacidad, se vería marcado en nuestras frentes. Y toda tentativa por vindicar nuestra dignidad mancillada con el lodo del desprecio, será tarde, por no decir inútil. Por lo tanto, para conseguir lo primero y evitar lo segundo, precisa que tengamos mucho entusiasmo y sacudamos las indolencias y sobre todo la indiferencia. Habeis observado por propia experiencia, que sin el entusiasmo no logramos dar cima á nuestras obras comenzadas, y que las indolencias y la indiferencia esterilizan el germen de los planes en proyecto. Ya que hemos hablado del entusiasmo, bueno es que advirtamos que hay

dos clases de entusiasmo: entusiasmo transitorio ó pasajero y entusiasmo firme. Aquel, comienza los trabajos sin acabarlos. Este los lleva á término hasta poder cantar el finis coronat opus.

El entusiasmo transitorio ó pasajero es engendro de los veleidosos. El entusiasmo firme, peculiar y exclusivo de los hombres grandes. Por ese entusiasmo, cuyo fuego se mantuvo vivo en muchos corazones, el insigne genovés Cristobal Colón protegido por la reina Isabel la Católica, descubrió un nuevo Mundo. Gracias á ese entusiasmo, se inventaron los vapores, escribieronse muchos libros, de los cuales, el mercado científico y literario está imundado. Al calor de ese entusiasmo, la agricultura, la industria y el comercio florecen y siguen floreciendo.

El entusiasmo transitorio ó pasajero, suelen cultivarlo los perezosos, los que notienen valor suficiente para orillar el menor de los obstáculos. Esos son los esclavos de la holganza. Este entusiasmo á reducido á la miseria á muchos, puesto que no han sabido usar de las facultades que el Supremo Hacedor les diera. Há quitado la vida de tantas asociaciones y tantas empresas que debieron haber florecido á tener un poco de entusiasmo firme sus directores.

La Asociación Pedagógica que vamos á fundar sino teneis ningún inconveniente, requiere el entusiasmo firme. Con el entusiasmo firme, vivirá esa Asociación Pedagógica porque el entusiasmo firme obra milagros.

Ahora bien; mientras nosotros pensamos en como preparar el terreno de modo que no fracase el ideal santo; mientras nosotros constituyimos como deber de conciencia el ser propagandistas de él; vamos á emplear el espacio que queda en consideraciones de otra índole.

Esta modesta Revista espera la colaboración de los profesores privados. Nosotros, los maestros públicos, no queremos ser egoistas, porque el egoísmo no nos va á llevar á ninguna parte. Siempre que veamos hollados los derechos de los instructores de nuestra juventud, lo decimos aquí y en todas partes, sabrémos salir en defensa de esos derechos hollados, no considerando el hecho de si las víctimas son maestros públicos ó privados. Es nuestro deseo para que haya mutua inteligencia entre ambos elementos profesionales, que en éstas columnas aparezcan las plumas brillantes de viejos y jóvenes pedagógicos.

Honremos á nuestra Patria con nuestros trabajos en el campo de Minerva, ya que muchos de nosotros no hemos podido servirla en las fortalezas de Marte, donde se oyeron el estampido de los cañones y el silbar de las balas.

## 6

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Al comprar una máquina de escribir, hágase Vd. siempre esta regla excelente: **YO EXAMINARE LAS BARRAS DE TIPOS.**

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Teniendo presente este hecho, rogamos á Vd. examine cuidadosamente las barras de tipos de la máquina de escribir Remington.

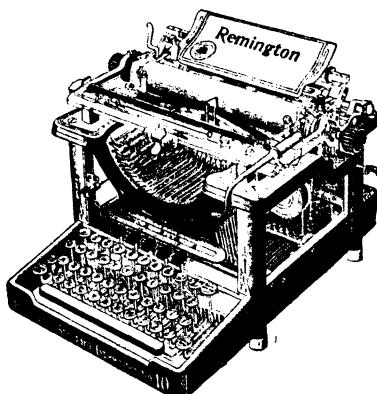
La sólida barra de tipo forjada de la Remington es y siempre ha sido uno de los fundamentos de su supremacía. Compare esta barra Remington, hecha de una forja cayente de acero, *exigiendo treinta y tres operaciones distintas en su manufactura*—compare esta barra fuerte y rígida con la delgada barra ordinaria hecha de acero laminado, y comprenderá Vd. entonces una razón porque

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Los nuevos modelos 10 y 11 de la máquina de escribir Remington tienen la famosa barra de tipo forjada de la Remington. Además, estos modelos representan la unión de los principios históricos y la excelencia tradicional de la Remington con todas las ideas más recientes y más progresivas en la construcción de máquinas de escribir. Como combinación de lo mejor de lo viejo con lo mejor de lo nuevo, los nuevos modelos de la Remington son el triunfo más alto de la máquina de escribir.



**E. C. McCullough & Co.**  
Plaza Goiti, Manila.

# BAZAR SIGLO XX

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# SECCION PEDAGOGICA

## EL DEBER

(Palabras del Sr. Sobral Profesor de la Facultad de Derecho)

Pídeme la Redacción del periódico THE FILIPINO TEACHER- un artículo pedagógico, sobre el tema que me sea más simpático, y como ninguno me lo es tanto como el que encabeza estas líneas, y como creo que de su enseñanza en las escuelas depende, más que de ninguna otra disciplina, la formación de los buenos ciudadanos y de una patria futura que sea honra del mundo y de los que le formamos, allá van estas mal trazadas líneas, para que las aproveche el que quiera, y el que no, le sirvau al menos de mental entretenimiento.

Existe una obra, la que me ha inspirado, no solo á escribir este artículo, sino en muchos actos de mi vida, que yo desearia ver declarada de texto en todas las escuelas del Archipiélago. Titúlase "El Deber por Samuel Smiles. Su lectura grata hasta parecer la de la novela heroica, más entretenida, contiene un fondo de doctrina tan sana y sinceramente expuesta que cautiva enseguida tanto al entendimiento como á la voluntad. Porque no se trata allí del deber filosófico ó abstractamente considerado, como una idealidad difusa y sin colorido aparente, ardua de comprender y mucho más de ejecutar, sino del deber práctica y humanamente considerado, del deber al alcance de todos, de ejemplos de hombres que han sentido y vivido como nosotros y que en la hora de la prueba han sabido cumplir con su deber.

Por que, eso sí, todos estamos dispuestos siempre á ejercer nuestros derechos, á obligar á los demás á respetar nuestras prerrogativas, á evitar y reprimir con mano dura cualquier atentado ó sombra de él contra nuestras personas ó bienes, pero en cuan poca estima solemos considerar el exacto y fiel cumplimiento de nuestros deberes para con Dios, los hombres y nosotros mismos.

Y no es que el cumplimiento del deber sea carga superior á nuestras fuerzas. Deberes y derechos son correlativos y el ejercicio de un derecho en un individuo supone siempre el cumplimiento de un deber por parte de otro ó de la sociedad en general. Más aun,

Dios mismo que está muy por encima de las altas potestades del cielo ó de la tierra, con ser el creador y dueño de todas las cosas, con no deberles nada y ellas debérselo todo, cumple sin embargo sus deberes para con ellas, puesto que las ha creado, de darles constantemente los medio adecuados á su desarollo y conservación.

Salgamos al campo y meditemos un momento á la vista de las grandes obras del Creador y de la potentes fuerzas de la naturaleza y veremos al sol en primer término, vigorizando con sus cálidos rayos el germen que late en las plantas y los animales y la idea que vibra en nuestros cerebros. En su diaria labor, no se retrasa un segundo, no nos escatima uno solo de sus rayos huminosos, no falta en una palabra al cumplimiento de su deber. Contemplenos despues los demás mundos y soles que nos rodean y veremos que todos ellos trazando sin descanso las órbitas que les fueron marcadas, consumando sin demoras, ni escatimos el fin para que fueron creados, cumplen tambien en todos los momentos de su existencia con el deber que les fué impuesto por su creador.

Bajemos la vista al suelo, y la humilde abeja, la industriosa hormiga, los insectos y animales todos de la creación nos darian un ejemplo constante y visible del más estricto cumplimiento del deber.

Solo el hombre, el ser más perfecto del mundo visible, el que debiera dar el mejor ejemplo á todos los demás, es el que se muestra un tanto remiso en el cumplimiento de su deber. ¿Cuál es, entonces, la causa de esta anomalía? Vamos á exponerla brevemente y á indicar el remedio.

La causa á nuestro humilde juicio, esta en la falta de ejemplo y de enseñanza. El astro, el insecto, la flor y todos los demás seres, cumplen con su deber porque así lo han visto cumplir constantemente á sus congéneros obedeciendo á las leyes más ó menos fatalistas que gobiernan su existencia.

\*\*

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94 Escolta no tienen comparación en calidad y precio.

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PARA SEÑORAS-Tenemos un gran surtido de Percales de la última novedad á precios reducidos.

Fuera de nuestro ánimo el discutir ahora si estos seres obran con mayor ó menor libertad, si es para ellos un bien ó un mal un mérito ó demérito el cumplimiento estricto del deber que les ha sido impuesto. El hecho es que lo ejecutan sin protesta y cumplidamente, y como ninguno falta á él, el mal ejemplo no les hace variar de conducta. Tampoco les falta la enseñanza porque ¿que mejor Texto que el gran libro de la Naturaleza constantemente abierto y resplandeciente ante sus ojos, que tal vez ven más de las magnificencias de su Creador que los nuestros orgullosos?

Sigamos, pues, su ejemplo, y puesto que el remedio está al alcance de nuestra mano, procure cada cual estudiar la trascendencia de sus deberes oficiales y particulares, para con Dios y para con los hombres, para con la Sociedad, la familia, y el individuo, para con la Patria grande y para con la Patria chica, procurando sobre todo, dar constantemente ejemplo del cumplimiento de nuestro deber en cada caso particular.

No creemos necesario aquí definir el deber ni apuntar como se ha de cumplir. El concepto del deber está en la conciencia de todos y para saber cual es nuestro deber en cada momento de nuestra existencia, basta solamente escuchar sus dictados y dejarse guiar por sus impulsos. No obstante sin embargo, y es por el contrario muy conveniente, que en todas las escuelas se destine una hora al dia, por lo menos, á la enseñanza del Deber á los pequeños y futuros ciudadanos para despertar sus conciencias adormecidas como se despierta también á sus inteligencias; y á parte del buen ejemplo y comportamiento de los profesores, sería de desear que, alguno de estos escribiese para los escolares filipinos, una obra parecida á la de Smiles, en lo que se les relatasen los hechos heróicos y honrosos de nuestros antepasados, sin distinción de razas ni de ideas políticas ó religiosas, los hechos de los grandes y de los pequeños, de ricos propietarios y humildes obreros, de soldados y marineros, de hombres y mujeres en fin que en todos los estados de la vida han sabido cumplir con su deber, y declarar dicha obra de texto para todas las escuelas del Archipiélago.

La enseñanza del Deber en Filipinas, es tanto ó más necesaria que en ningún otro país, sobre todo en las clases obreras ó asalariadas, para quienes el concepto del Deber no es siempre todo lo claro y preciso que debiera ser; para quienes el trabajar ó no trabajar, guardar ó no guardar sus compromisos depende del capricho momentáneo del más obligado á no faltar á lo prometido. Porque, aunque reconocemos que, en ciertos casos, los obreros tendrán razón para faltar á sus deberes, estos serán los menos, una vez que, al patrón más que á ninguno otro, le conviene cumplir bien con sus obreros para que estos á su vez cumplan bien con él y, sobre todo, porque antes de que nosotros podamos demandar de los demás el cumplimiento de sus deberes para con nosotros, es preciso que primero cumplamos nosotros con exceso si cabe el nuestro para con ellos.

\*

La enseñanza del Deber debe ser igual para todos es cierto; pero hay que hacer comprender al humilde, sobre todo, que cumpla el primero con su deber, puesto que está desgraciadamente más abajo en la escala de la vida y así, el poderoso, no tendrá más remedio que cumplir también con el suyo, porque entonces, la razón, la justicia, la opinión pública y hasta el decoro personal le obligarán de grado ó por fuerza á ello, y como en las escuelas públicas es donde más bien se educan los humildes de aquí, que encarezca á todos los maestros de dichas escuelas la importancia indiscutible de la enseñanza á sus alumnos del concepto del Deber.

Manila, Agosto 23 1910

C. ALVAREZ SOBRAL.

Maestras! La elegancia atrae el respeto y aprecio de vuestras alumnas. Usad los Percalés de EL CENTRO DE MODAS y seréis elegantes.

## PHILIPPINE TEACHERS' ASSOCIATION

### PROVINCIAL COMMITTEE

ZAMBALÉS, P. T. A.

Iba, August 17, 1910

#### IN MEMORIAM —RAY COPPAGE.

WHEREAS, by the early death of our friend, Ray Coppage on August 14, 1910, the School Division of Zambales has lost one of the best teachers in its educational field; and,

WHEREAS, his friendship, and kind treatment with the native teachers in Iba, have endeared him to them; and,

WHEREAS, the "Juventud Estudios" in Zambales has known him within two months as tireless and helpful worker in his profession, and therefore looked upon him as a devoted leader in the educational campaign in Zambales province;

BE IT THEREFORE RESOLVED, that the tenderest sympathy of the members of the PHILIPPINE TEACHERS' ASSOCIATION in Iba, Zambales be extended to the bereaved wife, and

BE IT FURTHER RESOLVED, that a copy of these resolutions be sent to Mrs. M. R. Coppage; and that another copy be sent to "THE FILIPINO TEACHER" for publication.

#### COMMITTEE.

BERNARDO ELAYDA.

President of P. T. A.

CANUTO MERCADO.

Secretary of the P. T. A.

\*

Si quereis ser muy distinguido y respetado en cualquier sociedad, usad los Trajes de Lana confeccionado en EL CENTRO DE MODAS.—94 Escolta.

\*

Percalés de la última novedad se halla de venta á precios reducidos en EL CENTRO DE MODAS.—94 Escolta.

# SECCION LITERARIA

## COMBATIENDO MALES SOCIALES

¿Porque mueren muchos de nuestras periódicos y revistas?

Este fenómeno reconoce varias causas: muchos de nuestros compatriotas, hasta la fecha, no conocen la verdadera importancia de lo que son los periódicos y revistas. Creen que estos son unos papeles que deben leerse en los momentos de ocio, y cuando la curiosidad le invita á uno á fijar por un instante su atención en los tipos de la imprenta. No cabe dudar que hay hombres que piensan de tal modo. Por este motivo, rara vez podrémos ver entre sus manos ciertas y determinadas publicaciones.

Por otra parte, existe en nuestro país la mala costumbre que tienen algunos intelectuales de leer periódicos y revistas á costa ajena. Esto que, decimos es una verdad de á folio ó como un templo. Si les invitais á que se suscriban á algún periódico ó revista, os contestarán tranquilamente diciendo que sus vecinos ya están suscritos. Quizás ésto haga sonrojar de vergüenza á esa familia de hombres que tienen por costumbre enriquecer sus cerebros con materiales sobre los que no ejercen derecho dominical. Nadie se dé por ofendido. Estamos combatiendo males que si no desaparecieran del Pueblo Filipino, darían al traste con todas aquellas empresas que influyen en cierta manera en la marcha del progreso nacional.

La indiferencia, ese vicio que ha echado raíces profundas en los corazones de muchos filipinos, nos está haciendo palpar lo funesto de sus consecuencias.

Aquí, contemplamos con dolor la desaparición de sociedades sin poder obtener los fines que se han propuesto realizar. Allí, mueren las ideas y los proyectos levantados desde el momento mismo de su concepción.

Esa indiferencia que tronchó en flor el ideal de tantas sociedades, esa indiferencia que opuso dique y valladar á la franca realización de las ideas y los proyectos levantados, está socavando con sus dientes agudos los cimientos sobre que descansa el edificio de la prensa filipina. Cuanto queda dicho arriba, constituye las causas de la muerte de nuestros periódicos y revistas. Por lo visto, están reducidas al número de tres, número criminal porque corresponde á tres males que llevan consigo los gérmenes de la destrucción y de la muerte.

Ante estos males, no es posible que nuestros periódicos y revistas puedan vivir.

Sabemos que las publicaciones de cualquiera clase que sean, viven del favor pecunario que les dispensa el público. Los que leen periódicos y revistas por vía de distracción, los que creen que esas hojas volanderas del Cuarto poder del Estado no sirven más que para recrear el espíritu en los ratos de ocio, no tienen interés ni entusiasmo por sostener la vida de la prensa. Que interés ni que entusiasmo pueden sentir por los periódicos y revistas esos que no saben avalorarlos y les relegan á segundo término?

¿Como podrían contribuir á la manutención de nues-

tos periódicos y revistas los acostumbrados á leerlos á costa de un tercero? ¿Cómo dar impulsos á nuestros periódicos y revistas si la indiferencia lo primero que hace es detener sus pasos hacia el bienestar económico? Mientras existan estos males en nuestro país, nuestros periódicos y revistas no podrán mantenerse firmes en el puesto que habían ocupado al salir á la luz pública.

Es necesario hablar siempre de la importancia de los periódicos y revistas, ésto es de la prensa. La prensa es el terror de los gobiernos déspotas, el mazo de plomo que cae sobre las cabezas caciques. Encauza la opinión pública é incrusta en el cerebro popular ideas llenas de enseñanza;

Odia la adulación, condena la nictitura y ensalza las virtudes. La prensa no realiza tan solo éstos actos dignos de loa. Como vehículo de instrucción, en nuestro sentir, es el más eficaz, pues en lenguaje ameno nos habla de artes, ciencias y letras, y de los demás ramos del saber humano.

Si se comprendiera el valor de la prensa, tal como es en si, nuestros periódicos y revistas vivirían, pues, todo el mundo le prestaría su valioso apoyo económico á cambio de los beneficios que pudiera hacerle.

QUIMANTONG.

## Sección Noticiera

Los estudiantes del Instituto Burgos dirigido por D. Enrique están haciendo preparativos para llevar á cabo una excursión de carácter recreativo e instructivo. La excursión pasará por los varios arrabales de la Capital y últimamente tocará á Malabon en donde los estudiantes pronunciarán discursos y varios encantadoras Señoritas amenazarán el acto con los timbres de su voz armoniosa y angelical. Díconos que se improvisará un baile.

\*\*  
Los escolares universitarios secundados por todos los alumnos de los Colegios privados están trabajando mucho porque el Colegio de S. José y sus haciendas no se traspasen á los P. P. Jesuitas. Para conseguir esto, los universitarios se han declarado en huelga.

\*\*  
La Señorita Mary P. Daniels recientemente llegada de Estados Unidos ha sido destinada á la Escuela Normal en calidad de profesora de la Ciencia Doméstica.

\*\*  
El Sr. Rafael Acosta ha sido trasladado á Sorsogon, anteriormente era maestro del Gobierno en Cebú.

EL DR. P. VICTORIANO

Ha dimitido el cargo de Director de ésta Revista, pues sus ocupaciones de Médico no le permiten dedicarse á la vida periodística. En su lugar, sustituyéele el Sr. Filomeno Maravillas.

# The Filipino Teacher

PAHAYAGANG BUWANAN

Tagapamansag ng "THE PHILIPPINE TEACHERS' ASSOCIATION"

Namamahala: MANUEL AGUINALDO.

PASULATAN: 464 REAL MALATE. LALAGYAN SA CORREO: BOX 1090, MAYNILA, R. P.

## PAÑGULONG-TUDLING

URBANIDAD SA PÁARALAN (\*)

### ¡Putlin na ang pagtatalo!

Sa araw araw halos ay nábabasa sa páhaya-yagáng TALIBA ang tungkól sa Urbanidad: pinagtatalunan nilá kung itinuturo nág ó hindi sa páaralang ingglés.

Láhat ay nákitaan nág maiinam at maaayos na panğanğatwiran, náuni't panğanğatwirang sa nágayo'y hindi lubusang matakò kung sino sa kanila ang lalong may matwid na kailan ma'y siyang dapat na mamaibabaw.

May matwid si gayón?

Oo.

May matwid si ganito?

Oo rin.

Papaano ang katotóhanan? Hindi maaaring magkálaban ang dalawang itó, ang matwid. Hindi maáaring sila'y magkasalúngatan, pagka't íisa ang kahulugan nila, ang tuntunin. Maná pa'y ang matwid at kabulaanan, ang katotohanan at kasinuğalingán, pagka't itó'y kailan ma'y sadyang magkalaban.

Nágyon, ¿sino ang pag uukulan natin sa dalawang pangkat na pagtatalo na siya'y walang matwid at si gayon ay may matwid? Mahirap manding isaysay ang ganito, pagka't di miminsan ni mámakalawang nangyayari, na, kung magpapaliwanag ka at sadyang matwid namán ang iyong isinasaysay, ay niwawalán nág kabuluhán kung ang pagtatalo rin lamang ay sa pamamagitan nág páhayagan.

Papaano nág?

Humatol ang bayang mambabasa.

Ang bayang mambabasa?

Oo nág; náuni't sa ganáng akin ó sa ganáng amin, ay lalong wastó at nagpatibay nág aming damdamin na ang bagay na itó ay pagtalunan na nág nág pámukàan at hayagan. Náuni't ang kalalawigan kong *Tuerto* ay dí man lamang kamí pinairugan, bagay na ipinakilala sa tanáng mambabasa, na, waring nanglalata na siyá, nanglalambot at walang ibáng paraáng dapat gawín kungdi ang tumahimik at huwag nang tumutcl nang muli.

Dahil sa dí niyá pagpayo sa aming kahilingán, ay naging bulungbulunğan tulóy nág mág mambabasa, na, si *Tuerto* palà ay gayón lamang... Na, kung tunay na siyá'y di nalalabag sa katoohanán, na, kung tunay na may pinanghahawakan siyáng matwid, disi'y pumayag siya sa aming kahilingán.

Na, aayaw siyáng makipagtalo, pagka't mág batà kamí?

Na, aayaw siyang makipatol, pagka't siya'y may uban na?

Na, dí siyá pumayag, pagka't anya'y naikatwiran na niyá sa páhayagan ang katotohanan?

Hindi matwid ang ganito. Hindi matwid itó kailán man. At pagka't hindi matwid, ay hindi dapat panghawakan nág katotong *Tuerto*.

Kung tunay na siya'y nanğanğapit sa katotohanan; kung tunay na siya'y nanánalig at naníniwalàng matwid ang sa kanyá, ay dí niya sana tinanggihán ang pakikipagtalo sa amin sa isá, sa mág tanyang na poók nitóng Maynilà.

At anó kung matandà man si *Tuerto*?

At anó kung may uban man siya sakali?

Sa hindí naman itó ang pagtatalunan, sa hindí naman itó ang pag-uusigin: na siya'y matandà,

(\*) Napalathala sa Agosto noóng unang araw nág.

na siya'y may uban, na kamí ay batà ó musmos at parang anak lamang niya. Hindi itó kailan man. Isang isa lamang: ang *katotohanan*.

*¡Que barbaridad nágá namán palál!*

Dahil dito ay dapat nang matalós nág sino man na ang usapíng itó ay may daan nang mapag-aani nawan..

*¡Sukat na ang matwíd!... ¡Sukat ná ang liwanag na humawi sa makapal na ulap sa pangarorin ang siyang tinggalain, at naandoót nakikisaliw ang katotohanan sa kalawakang bughaw nág langit! ¡Sukat na...!*

*¡At anót dí namán masisiyahán ang katotong Tuerto, sa kaniyang katalo, sa ang paniganagtirán namán ay malinaw at matwíd!*

Anáng ibá ay nagbibiró lamang siya.

Kamí naman ay dí nakikipagbiró.

Anáng ibá ay nagbabalatkayó.

Kamí naman ay dí maalam magbalatkayó.

Kaya't umaasa akóng ang pagtatalong itó ay hahangganan na at masisiyahan na ang sino mang mambabasa.

## Mayroong "Urbanidad" sa Paaralang Inglés

### PATOTOO AT PALIWANAG

Pagkatapos kong mapakitunguhan ang kaibigan kong REY-TUERTO, ngayon nama'y kailangan ko ang pagpapakilala. Huli man sakali sa pagpapatúnay at pagpahayag, ngnit sa hangad kong lalong dumingal ang uri ng amin ipinagtatanggol, ay minarapat kong ihayag din sa ika-isiyang mabuti ng mga mambabasa, lalo't higit rg mga magulang na nágkakatiwalà ng kanilang mga bunsò sa mga paaralang-bayan.

Isang saksi kong maiharap sa madla ay ang waling puknat ng pagpatotoo ng maraming nakakita at nakikitungkitang may Urbanidad ngang itinuturo sa mga paaralang-bayan. Nguni't tangi pa rito ay babanggit ako ng iba pa; iba pang hindi mapasisinungalingan ng aking mga katalo, sapagkat káunayang nakikita at nadadainá ng sino mang may masusing pagsusuri sa mga nangyayari.

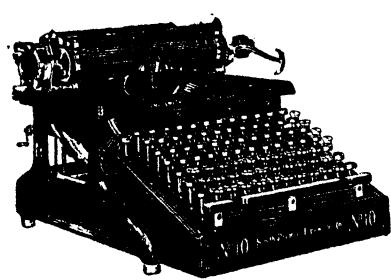
Naito: *¡nasa "plan de Enseñanza" ó walâ, ang pagtuturo ng Urbanidad?*--Kung naaalala pa ng madlâ, itó ang matibay na pinanghahawakan ng masigasig kong katalo. Sapagkat walâraw sa "plan de enseñanza" ay dí naman nagtuturo ng Urbanidad sa mga paaralan. Dahil sa pagmamatwid niyang ito, kung kaya't ang sagot *¡isa kong kapanalig ay ganító: "walâ man sa sa plan de Enseñanza ang pagtuturo ng Urbanidad, sa pagkat ang bagay na itó ay dí kailangan pang matitik sa mga aklat upang "memoriahen" lamang, na walâng iniwan sa «grapofono» gava ng nakikita, kungdi sapat na, ang mga guro magpakilala ng masama at mabuti sa" mga batâ!"*. At idinugtong pa: "masamâ pa bang Urbanidad ang nakikita ngayon sa paaralang bayan... na ang mga batâ, kung humaharap sa kânilang mga gurò ay mahusay, malinis ang damit, hindi nakasimangot, hindi dumadabog at ibâ't ibá pang ganggaya nito? ¡Ano pa nga namang Urbanidad ang ibig?

Susog sa pagmamatwid na itó, ako nama'y maghahayag ng ganang akin.

*¡Totoo ná bang walâ sa "plan de enseñanza ang pagtuturo ng Urbanidad?* Makikita natin. Kailangan munang sabihin kong Itinuturo ngang talaga ang Urbanidad sa paaralang Inglés sa ganitong pagmamatwid: una, sa DISIPLINA; ikalawa, SA MGA AKLAT NA PINAG-AARALAN.

### DISIPLINA

Ang alin mang lipunan, samahan ó kapisanan, klub at maging pamahalaan ay may kanskanyáng Palatuntunán at may DISIPLINA, sa sino mang sumisirà sa ipinag uutos. Kung ayo ang, "plan de enseñanza" sa mga paaralan ay siya rin ng mga Palatuntunán kong binaggit. May DISIPLINA ang mga yaon, kâparis din ng sa mga paaralan, na may disciplina, na maguusig sa mga SALARIN.



## SMITH PREMIER TIPEWRITER

Ang tangìng makina na madaling isulat sa wikang ingglés  
at kastila na may hustóng titik \* \* \* \*

### Sprungli at Ka.

Tańging Katiwala

Teléfono 175

28 Daang David, Maynila.

Baga man ang "plan de enseñanza" ay isang patakaran sa pag-aaralan, gaya rin naman ng Palatuntunuan sa mga susundin, ngunit sa likod ng ganitong Tuntunin ay dapat matatap na may isang Disiplinang mahigpit, totoong mahigpit para sa mga guro at nag-nagsisipag-aral. At janó ang kahulugan ng Disiplinang itó? Dalawa; dalawang dalawa lamang: "ipagtanggol ang matwid ng bawa't batà, at upang magkaroon naman ng MABUTING KAAYUSAN, (Good order) kung bakit? tingnan natin

Sa mga paaralang Ingles, ang sino mang batà ay may karapatang gumawà ng bawat maibigan, kung ang paggawâng itó ay nababatay sa mabuti lamang. Maari siyang maglarò kung tinutulutan, makapag-aaral sa kaniyang sarili, makasusulat ng walâng gaunbalang sino man, makagagawà ng gayot ganito, na di ma aaring lapastanganin ng kahit sino, abala! in ó pagbawalan kaya, sapagkat ang sino mang umalis ng kawayang itó ng mga batà ay may kapanyarihang angkin ang mga guro upang pakialamán at parusahan ang may sala, janó ang itinuturò nito?.. malinaw na malilirip!... ang pagbibigay ng mabuting halimbawa sa mga bata upang pagpitagán at igalang ang matwid ng kanilang kapwa bata, hindi ba itó, Urbanidad?

Magpatuloy ako:

**ANO ANG MABUTING KAAYUSAN** (Good Order)—Susog sa mga nabanggit ko na, ay janó naman ang napapalâ sa Mabuting Kaayusan? Bago natin linawin ito ay kailangan muna nating unawain kung ano Ang Mabuting Kaayusan. Ang Mabuting Kaayusan ay mga paraan upang huwág magkaroon ng ano mang kaguluhan: lahat ng bata ay sumusunod sa kanilang tagapagturò ó sa malinaw na sabi ang lahat ng bagay ay nasa wastóng palakad. Paris halimbawa, kung ang lahat ay magaaral ng tahimik, sumulat ng walâng ingayan, hindi sinisuwág ang kanilang guro at kahit sa lupa sa mga paaralan ay di nangbubulahaw sa mga kalapit-bahay: iniwawasák ó pinipintahán ng "yeso" ang mga bakod at iba pa. Itó maulit ko—ang tina-tawag na *mabuting koayusan*.

**ANO ANG NAGIGING BUNGA NG MABUTING KAAYUSAN.**—Dahil sa kahigpitang itó ng Disiplina, kung kaya't ang mga batà ay nahihilig sa mabubuting gawâin, unti-unting nailagan ang pagbibigay ng ikatitisor sa kapwa, ano pa't nasasanay sila sa mga gawâing nababatay sa Dakilang Asal. Dahil sa Mabuting Kaayusan, ang mga bata ay nagiging "masipag" (indutrious); "tapat" (truthful) "magandang loob" (kind); "masunurin" (obedient); "mahinhin" (humble); "magaling" (polite); at "marangal" (reverent): mga kaasalang dapat taglayin ng sino mang taong may pinag aralan.

At ngayon sa likod ng ganitong katotohanan ay maikakait kayâng dí-itinuturò at diumano'y walâ sa "plan de enseñanza" ng mga paaralang bayan ang Urbanidad?.. Linawin pa rin natin.

**ANG PAARALANG-BAYAN KAYÁ AY MAY MABUTING KAAYUSAN.**—Yayamang nakita na natin ang kabutihan ng Mabuting Kaayusan, ang mga paaralang bayan kaya ay may Mabuting Kaayusan? Makikita natin:

Ang mga paaralang bayan, palibhasâ'y pinamumuhunan ng angaw angaw na salapi ng mga mahihirap at mayayaman man, upang ibayad sa mga libolibong tagapagturò; ibili ng katakottakot na aklat at mga kasangkapang kailangan sa mabuti at wastóng pama-

malakad ng pagtuturo; ipagtayo ng maaliwalas at kawiliwiling mga bahay-paaralan at ihanap ng mga matatalino at masisipag na mga tagapemahala; ay janó't di magkakaroon ng Mabuting Kaayusan? mapasisinungalingan pa kaya itó?.. at gdí pa ba namamala? Ngunit bago pagtibaying may roon nga ay bayaan pang aking liwanagan kung baki't talagang may Mabuting Kaayusan.

MIGUEL ANTONIO.

(*Itutoley*)

## Ang Wikang Tagalog

(*Karugtóng*)

Ang kasalukuyang ayos ng wikang tagalog ay binúbuð ng mga salitang hangong malayo, sanskrito, árabe, insík, kastila at inglés. Sa mga sangkáp na itó, ang nanánaig sa damí ay ang malayo at kastila, ano pa't ang hanay ayón sa kapanan ng isá at isá, ay gayón: *malayo*, *kastila*, *sanskrito*, *árabe*, *insík*, *ingles*. Sa kahulugan ng isang sadyáng Diksiionario sa bagay na itó, ay dí pa matiyák ang *ganáng* sa sangdaan ng bawat isáng sangkáp.

Sa mga salitang malayo ay kabilang na ang mga salitang ita, kapangpangan, ilokano, bisaya, at ibá páng dialektó sa Pilipinas na napalakip sa mga wagás na tagalog. Ang mga tingig na itó ang karamihan na siyáng kinabábatayan ng mga ibá at *pinakat káluluwád* kung bagá sa isáng katawán.

Ang kastila, na tumátayóng kalakhang bahagi ng *pinakat katawán*, ay siyáng makapál sa lahat na nínahalò. Náitó ang ilán sa lubhang maraming tingig kastila na pumasok na sa tagalog at kasalukuyang ipinápasok pa ng maraming mánanagalög: *binata*, *mantika*, *salón*, *santò* ó *santo*, *santa*, *lamesa*, *kutsara*, *kutsilyo*, *tenedor*, *kusina*, *batýa*, *labd*, *sarâ*, *burâ*, *kabayo*, *baka* (vaca), *agilâ*, *k miseta*, *sapatos*, *kortso*, *sembrero* ó *sambalilo*, *luriyô*, *labi*, *brase*, *pulsô*, *hablá*, *hiblá*, *kumpún*, *kumpil*, *kumpisal*, *dasal*, *Dios*, *anghel*, *birhen*, *pur gatorio*, *impierno*, *kura*, *pari*, *sakristán*, *iglesia*, *estado*, *militar*, *sibil*, *siud d*, *asamblea*, *konseho*, *hunta*, *sesión*, *papel*, *pluma*, *eskuela*, *maestros*, *tinta*, *kuaderne*, *kalatas*, *pastol* ó *pastor*, *presidente*, *katedral*, *tribunal*, at ibá pang lubhang inarami, lalóng-lalona sa mga salitang téknikó (technical words).

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Ang sa wikang árabe ay itong sumusunod: *utak, utad, aral, libo, hukóm, asawa, atbp.*

Ang kinuha sa insík ay ang karamihang bagay bagay na kákalakin, gaya ng *susi, mike, sotanghon mangk'k, tinghóy, jumpiya, pisdw, atbp.*

Ang kinuha namán sa inglés ay ang mga salitang "tenis, miting, apidapit, estík, estebol, plebol, espeling, biskuit, dolar, report, boksing, tatsing, demurer, pikník, espíker, eskaut, huwiski."

Ang pagkakahalóhalong itó ng mga ibá't ibáng tingig na pinagpisan sa isáng wikang bago, ay siyáng talagáng nangyari at nangyayari sa lahat ng wikang nailínáng at dumádakila, gaya ng inglés, kastila, aleman, italiano at ruso, at ang pangyayaring itó ay hindi man lamang ikinababawas ng katutubong yaman at dilág ng literatura. At hinggil dito ay may bisang panglaguplóp ang kaaya-ayang wika ni Balagtás, Tingnán, paghalimbawa, ang mga salitang hangóng kastila na "labi, laryó, mantika, antilo," na lalo pang gumandá at dumilág kay sa pinaggalingang "labio, ladrillo, mantecla, enterarse, entero," at kung sabihin nating "linálabian, lálabi-labi, linariuhán, minámantika, aantiluhin," anaki'y lalong nagibayo ang likás na ináam at dilág ng ating mayamang wika. Sa inglés namán, kung sabihin nating "nagmísmiting, binibiskuwit, nagbóboksing, inéespeling," ay hindi rin nasisira ang uri ng pagkatagalog. At kung sabihing, "sintsinta kitá, susian mo, húhukuman tayo ng Dios," ay wálang mahabakas na pagka sanskritos insík, árabé, ó kastila, kundi dalisay ng pagkapípino.

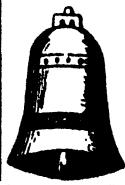
B. ILAW.

(*Itutulóy*)

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## Hindi Mañgápapalathala

Dalawáng artikulo ang amíng tinanggáp na dinaramdam naming di mapapalathala. Dinaramdam namin, pagka't kailán ma'y di namin mapalalabás. Kung bakit, ay ma'y pinanghahawakan kaming katibayan.

Ang isá ay ma'y pamagát na ANG KASAPUEGO SA LIKÓD na ma'y kalakip pang ANG PAGKA MAKABAYAN NI UGÓK na nilagdaán ng isáng ma'y palayaw na LAWLAW, at ang isá'y *DROP!* na nilagdaán ni Dr. *Whip*.

Ang dalawáng ginoóng itó ay maaaring makapagpalathala dito sa áming pahayagan, kailán ma't isasawastó lamang ang pananalítâ at akalaing ang nilálaman ay may ~~l~~ungang dapat na mapitas ang sino mang mambabasa, ó, sa matwid na sabi'y pakinabangan ng sino man at huwag ang pagsugat sa kanyang kapwa, ng wa'ang anó mang kadahilanán.

Lubhâ na't si Dr. *Whip* na aayaw maghayag ng tunay niyang píngalan, ay di namin mapai rugan kailán man, pagka't ang nasabi namin ay nasabi na, at di mababago kailán man.

## Isang paalaala sa amíng mga katulong

Napakaraming artikulo ang dumating sa amin noóng buwán nakáraan at lalò pa mandín ngayon. Itó ay di namin minámasamá at bagkús pa ngà naming ikinagagalak, pagka't mga artíkulong makabuluhán sa haráp ng bayan.

Dinaramdam naming sa karamihang itó, ay di namin mapalabás na minsanan sa isáng labás ng amíng pahayagan, palibhasa'y alám ng sino man marahil, na, ang dahong tagalog ay makipot, ó sa malinaw na sabi ay aanim na tudlóng.

Inuuít namin at uulitin pang mulí, na, kamí ay pagdaramdam sa ganítong pangyayari, palibhasa'y sa uuis naming ang lahat ay ibig na makita at mabasa sa lob ng madaling panahón ang kanyang pinagpagan sinulat, ay hindí't maluluatan. Kayá't sa amíng páalaalang itó, ay umáasa kamíg malalaman na ng amíng mgí katulong ang: kung bakit nababalam ang kanyang artíkulo.

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# NOBELANG TAGALOG

## Walang maliw na umibig

BY MARIO V. MANUEL AGUINALDO.

## I.

**Sa isang halamanan**

Isáng hapon ng buwán ng Disembre ng taóng 190..

Ang panahón noó'y maalinsangan; noó'y tila aayaw nang makitalamitam ang mga halaman sa bahagýà nang simoy ng hangín dahil sa pagkakasagap nō... nit na sikat ng araw sa katanghalan. Ang mga dahan ay nanatili sa pagka-waláng kibô... sa pagka-walang imík...

Isáng halamanan ang noó'y kagigiliwang tapunan ng tingín ng sino man, pagka't doó'y námamalas ang hindi lamang labát ng matirkít at lubhang mahalimuyak na halaman dito sa Pilipinas, kundi náandoón di't naku-kublì ang dalawáng kawal ni Pag ibig na nasusukuban ng isáng panambál. Silá'y kapwà náluluklók sa isang bangkóng kawayan na may isáng dipáng haba at dalawáng dangkal ang lúang. Sa pagmumukhâ ng binata ay nababakás maminsanminsan ang kasayahan at kaliwán sa sandalíng iyon at kung minsan namá'y kolumbian, na napaghahalatâ at napagkikilala sa mg anyó at kilos niyáng alangang luluhód.. didipá.. tatayô.. at uupó sa kinalalagyáo; samantalang ang dalaga nama'y nananatili sa pagka-waláng imík at babahagýà nang tumugón sa mga sinasabi ng binata.

Saán, sino, at anó ang ginagawâ nilá?

Ang binaoggít na halamanan ay sa isáng bahay sdaang R.. sa Kiapò.

Ang binatâ ay si Bayani, at ang dalaga'y si Mutyâ. Kapwa silá kampón ni Pag-ibig, kawal ni Pagliyag na nagsasamtalá ng panahón at numanakaw ng isáng sandalí sa napakabilis na pagsibis ng araw sa Kalunuran.

Ang una'y isáng binatâng tubò sa Sta. Cruz. Nasasok sa Normal School sa Ermita at kasalukuyang nag-aaral ng Farmacia.

Ang huli ay isáng dalagang tubò sa Kiapò. Sa páaralan díng pinápasukan ni Bayani siya nenasok at kasalukuyang Primer Año. Ang ayos ng pagmumukhâ at tikas ng pangangatawan niya ay dí na dapat masabi, bagay na mapagkikilala sa salítâng Kayumangging maligat at patpating katawáu. Iyang pagka matamis at pagka palangiti ng kanyang mukhâ, na binábagayan ng kanyang magandáng kilos; iyang kanyang pagka matáng tagalog, maitim, at malantik na pilik matá, na binabagayan ng kanyang tabas pusóng mukhâ; iyang pagkamalagô at kulay uling niyang buhók at kilay na binábagayan ng kanyang mapupulang labi; iyang pagkakanáy at pagkakáayos ng ipin niyáng animo'y marfil, na binábagayan ng kanyang pagka palangiti, yá sino ang dí mahuhulog, mahihikayat at magkakasala sa ngalang pag-ibig? yá sino ang dí maghuhubad ng ábito 'upang handugan at putungan siya ng ngalang pagliyag? yá sinong mabait sa ibabaw ng lupa ang dí luluhög sa haráp niya, tulad ng pagluhög ng mga banal sa haráp

ng dambana ni Diós Walling-imík? Bulaán ang dí gumamit nitó! jBulaán iyang mga lalaki g dí raw malam lumiyag sa isang babae, na dí ihihibisk ang pusô niya sa haráp ng isáng gaya ni Mutyâ jBulaán!...

—Anó't di ka mápalagáy sa pagkakaupót—ang nitanóng ni Bayani ng maká ilán sandalí —Sa mukhâ mo'y tila ko nababakás ang kolumbian, ang pagbahari ng kalungkutan. Naninibago akó sa ganító mong kilos, kilos na kailán ma'y dí ko nakikita mula't sapúl ng kita y makilala, pagk kilalang hanggang sa sandaling itó'y buô pa at walà ni munti mang dungis, dungis na kailán ma'y pangwasák ng maayos na pag-ibig. Nguni't ikaw ngá'y magsabi, kung ang ikinaparito ko at pagkahihilág na magkáusap kitá rito ay siya mong ipinagdadaland lungkót sa sandaling itó. Nanatili ka ná sa dí pag-imík, sa dí pagkibô, at ang akalà mo yáta ang ganító'y dí isintísiko ng aking pusô. Gayon ma'y una na ang aking pasasalamat at...

—Walà Bayani.. ang dí ko pagkakaayos at pagkakápalagáy sa piling mo, ay dí sa anó pa man, kundi ang ganito'y taglây lamang ng malaki kong pag aalaala at panganib na baká dumatsóng ang nanay at makita kitá rito ay.. aywán ko ba, alám mo na ang nanay kung magalit. Kung sa bagay ay ang alilà namin ay pinaglihiman kong dumoon muna sa bintanàt abangán ang pagdatál ng nanay upang sa ganito'y makáiwas kitá agád; nguni't ang ikálawang panganib ay na kay Luningning.

—¿Ay anó si Luningning? Siya namá'y isang mabait mong kapatíd, gano ang ipangangambahá mo sa kanya?

—Stú!.. isá iyang bitsarâ eh: iyang pagkakaroón yáta ng taling sa ngusó ay siyang nag-uutos ng pagkadalahirâ.

(Itutulóy.)

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G. Manuel Aguinaldo,

Namamatnugot sa *The Filipino Teacher*,  
Maynilà.

Iginagalang kong Ginoo:—

Nagkakapuri po akong magbalitá sa inyó nitong sumusunod, palibhasa'y nakilala kong ang Kapisanang "Ang Kaliwanagan" dito sa amin sa Imus ay isá sa mga tumutulong sa paaralang-bayan sa pagpapalaganap ng mga bagong karunungan.

Sa bahay pamahalaan (Presidencia) ng Imus ay ginanap noong ika unang Lingo ng Hunipong nagdaan, 1910 ang halalan ng mga mamumuno sa kapisanang taong itó. Ang halalan ay natutulad anaki sa halang bayan kaya't noong malaman ang kinalabasan ng nasabing halalan ay mag-iikawalo na ng gabi, gayong noon simulan ay umaga pa ng araw na iyon.

Matapos ngang mabilang ang mga boto ay nakilala na ang mga sumusunod ang siyang nangahalal:—

Pangulo	G. Patricio E. del Rosario, (gurò)					
Pgl. Pangulo	„ Zósimo Topacio. (gurò)					
Kalihim	„ Urbano Tagle					
Pgl. Kalihim	„ German Dominguez.					
Taga Ingat Yaman	„ Tomas Kamantigue.					
Pgl. Taga Ingat Yaman	Gig. Josefa C. Cruz. (gurò)					
Taga Usi	„ Felix B. Paredes. (konsehal)					
Mga Kagawad	<table border="0"> <tr> <td>„ Teodoro Dawin (konsehal)</td> </tr> <tr> <td>„ Toribio Topacio</td> </tr> <tr> <td>„ Constantino Tirona.</td> </tr> <tr> <td>„ Macario Saval. (gurò)</td> </tr> <tr> <td>„ Teofilo Monzón ( „ )</td> </tr> </table>	„ Teodoro Dawin (konsehal)	„ Toribio Topacio	„ Constantino Tirona.	„ Macario Saval. (gurò)	„ Teofilo Monzón ( „ )
„ Teodoro Dawin (konsehal)						
„ Toribio Topacio						
„ Constantino Tirona.						
„ Macario Saval. (gurò)						
„ Teofilo Monzón ( „ )						

Sapagkat siná G. G. Tomas Kamantigue at Constantino Tirona ay nangasa Maynilàt nangag sisipag-arat ay nangahalinhan nila G. G. Cipriano Dominguez at .....

Sa pag-asa pong ang pahayagan ninyó'y magiliwin doon sa mga tumutulong sa pagpapalagò ng mga ka runungan ay umaasa nga akong ito'y inyong ilathalà at lakip sa aking mataos na pasasalamat ay mag-utos po naman kayo ng makakaya nitong

Inyong linkod,

S. P. B.

Isang nag-aaral.

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## Talâ nang aking Kalupí

KUDYAPING TAGALOG.

"Anong panyo ito?"

Na, itó ay tanda ng dí mo paglimot,  
Sanglá ng pag-ibig sa akin .. há Irog?  
.. janóng panyo itó

Na, itó kaya mo sa akin iniabot,  
Ay tandang akin na ang pusò mo't loob?

Anong panyo itó?... janó't naisipan  
Ibigay sa akin ang panyo mong iyán?....  
na, itó ay tandâ

Ng iyong paggiliw?... ngeunít jhanggáng saán?  
Tapatin mo ako't dí ko mahulàan.

...Ah!... ang panyo iya'y gunita ng bukas!..  
Ako'y lilimitin ng kasi ko't liyag?

ako'y litong-litó:

Hindí ko mahulà, ni dí ko matiyák  
Kung ang panyo itó'y ligaya ó hirap.

Halá, túran mo ngá!.. ako'y tapatin mo:  
Anóng kahulugán ng panyo mong itó  
at patí ng halik

Na iyong pabaon, bago ko natamó  
Sa panyo mong itóng pagkábangobangó.

Ang pagkaalam ko'y, kapag isáng Iyag  
Nag-iwan, nagb'gay, anó mang pahiyás  
sa isang katipan,

Butó ma'y madureg, buhay ma'y mautás  
Ang sangláng ganito'y walà sa pagkupas.

At kung panyo ma'y buhol ng pag-ibig,  
Kama ng damdamin, taling walâng patid  
sa magkasing-irog;

Panalà, panapal ng isáng hinagpis,  
Pamahid ng luhà ng magkasing-ib'g.

.. Ngunít, janó itó?.. ikaw ang magsulit,  
Ayoko ng ganyán: ayaw kang umimik.  
Ha!.. Hé!.. ayoko ngá

Ng piping pagtugón ako'y nabubwisit.  
Anóng panyo itó?... Bakit pa may halik?..

.. Kay ulit ko, janó?.. parang dí pa talós,  
Ngunít... jaking buhay!.. ako'y nalugod  
na paglambingan ka

Ng aking pag-ibig, ng aking himutok.  
Ang panyo mong ito'y jhindi ba pag-irog?

Kay ulit ko, janó?.. parang di pa alam  
Ang halik ay sumpá ng pagmamahalan;  
ngunít hajaan mong

Ako ay umawit parang nahihibang:  
Ang inaawit ko'y ating kabuhayan?...

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